

# The A.T.A. MAGAZINE

STORY PLAIN

OFFICIAL ORGAN OF THE  
BERTA TEACHERS' ASSOCIATION

VOLUME 24

NO. 8

The new economy must provide educational opportunities for those capable of profiting by it. The old plea that society cannot afford to educate everybody will not serve. If educating everybody simply means teaching everybody to read and write, civilized society everywhere has been doing so for a long time. If it means providing higher education—the right kind of higher education—for those and only those who are capable of receiving it, the accomplishment of such an object should be implied in the very organization of the system so that the question of whether society can afford it should be irrelevant, like the question of whether it can afford to maintain a police force.

The Expanding Community by  
John Macdonald, M.A., D.Litt.

JUNE, 1944

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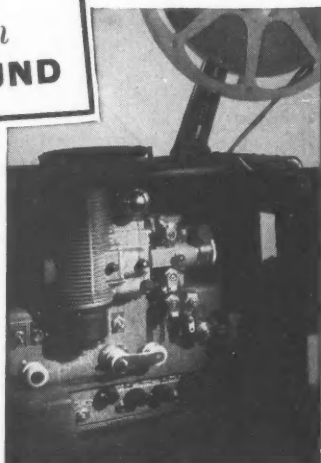
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# The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



MAGISTRI NEQUE SERVI



JOHN W. BARNETT, Managing Editor  
Imperial Bank Bldg., Edmonton

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JUNE, 1944

Number 8

## EDITORIAL

### ONTARIO ACHIEVES PROFESSIONAL STATUS

WE WERE much interested at news recently received of the enactment of a teachers' professional bill at the last session of the Ontario Legislature. A copy of the "act provided for the establishment of the Ontario Teachers' Federation" has been received and as all Alberta teachers are more than a little interested; they naturally will compare our setup with that of our brethren in Ontario.

The Teaching Profession Act of 1944 of Ontario follows generally along the lines of our own Alberta (May we so call it) "model". It embodies the following key sections:

4. Every teacher shall be a member of the Federation, provided that a person who is a teacher at the time of coming into force of this Act may withdraw from membership by notifying the Minister and the Secretary of the Board of Governors of his withdrawal by registered mail posted not later than six months after the coming into force of this Act.
5. The Board of Governors shall consist of not more than forty members.
6. There shall be an Executive consisting of the immediate Past-President, a President, First Vice-President, Second Vice-President, Secretary and Treasurer.
9. The prescribed membership fee shall be deducted by the Board of Trustees from the salary of each teacher for the month of November or for the first month thereafter in which the teacher begins a term of employment and shall be forwarded to the Treasurer of the Federation.

THE Board of Governors of the Federation is the body corresponding to the Annual General Meeting of the A. T. A. vested with authority and powers almost identical, including that of "making regulations for the suspension and expulsion of members from the Federation and other disciplinary measures", subject, however, to the approval of the Lieutenant-Governor-in-Council. However, there is a requirement in the Ontario Act which does not appear in ours, for a general conference between the Department and the teachers' organization to take place not less than once each year and for the door of the Department to be open at all times for conference on matters relating to specific cases—schools, teachers, etc. Here in Alberta we feel proud at being able to state that since the enactment of **The Teaching Profession Act**, the Department has received representatives of the Alberta Teachers' Association in formal and informal conferences on the suggestion or request of either party: that is to say, official appointees or nominees of the A. T. A. or its Executive Council have been privileged, without any restriction whatsoever, to enter into conference and to sit on committees wherever the interest of education, curricula, teaching conditions or other matters touching and concerning the A. T. A. and its objects and operation might be involved or under consideration. This has not only been an established practice in Alberta but is now a tradition. None the less the Ontario Government is to be commended for going so far as to bind itself by statute in this regard. It evidences more than a mere token of mutual respect between the teaching profession and the Department; it is an earnest or present and future wholeheartedness, each towards the other, which is becoming more and more the atmosphere prevailing in educational circles throughout Canada—at least provincially.

THE Ontario figures with respect to size of the Executive Council and governing body may be of particular interest to members of the A. T. A. The following comparative figures seem to us to merit attention:

	Ontario	Alberta
No. of members in the governing body	40 (maximum)	300 delegates approximately (no set maximum)
No. of members on the Executive Council	6	12
Area (land)	*363,282 sq. miles	*248,800 sq. miles
Population (1941 census)	*3,756,632	*788,383
No. of teachers	21,824	6,000 (approx.)

From the above it will be seen that the Ontario teaching body is approximately three and one-half times greater than the teaching body of Alberta and it intends to get along with one-half the number of members on the Executive Council and one-eighth the number of

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\* Canada Year Book, 1942.

members at the Annual General Meeting. The ratio of representation of the two provinces is:

	Ontario		Alberta
No. of members in the governing body .....	40	:	1,050
No. of members on the Executive Council .....	6	:	42

It is evident that Ontario does not intend to spend relatively on administration and legislation anything like the amount we spend in Alberta.

It will be noted also that the Ontario Act makes provision for teachers now in the service to elect to write themselves out within six months after the coming into force of the Act. We venture to suggest that few teachers will avail themselves of this "right" of formal declaration by registered mail of a deliberate decision to "steal a ride", thus participating in the benefits resultant from the efforts and sacrifices of their fellows but without paying their way either in dollars and cents or co-operative effort. "He who is not with me is against me and he that gathereth not with me scattereth" said the Master. Arnold put it thus: "Neutrality in regard to Christianity is open hostility." Surely these dicta apply with potency in fraternity activities and professional relationships here. Anyway, the few who may elect to remain as beings separate and apart would seemingly be more a liability than an asset to the cause of Education or the Federation, than if they had decided otherwise.

IT IS encouraging indeed to find yet another province in Canada "gone over" to provincial status. We now have Alberta, Saskatchewan, Manitoba, Ontario, New Brunswick and Prince Edward Island in the automatic membership class. This leaves but British Columbia, Quebec and Nova Scotia to "enter the fold" and complete the family gathering. Then the time will be ripe for a Teaching Profession Act to be enacted by the Dominion Government and a Secretariat at Ottawa.

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CATALOGUE ON REQUEST

# President's Column ===

## Comments by the President:

One of the main impressions left on my mind by the recent A.G.M. was that as an association we are still more or less in the adolescent stage. We spent too much time, to my mind, both in committees and in general meeting, considering a great number of resolutions of incidental and secondary importance, while the broad problems of educational policy now pressing in on us on every side, and facing us in the post-war world, received but scant attention. At times even the discussion of important matters, such as the proposed new pension plan for Alberta teachers, was lacking in the dignity and decorum which might well be expected of a professional body of men and women.

It might be as well, perhaps, for us to remind ourselves at times that the Annual General Meeting is our affair. It is not shielded and watched over by any protective, paternalistic authority, and it should not expect or even tolerate any guidance other than that pertaining to the mechanical rules of order set down in any hand book on the subject. Hence the meeting will always be, generally speaking, a pretty accurate gauge of the breadth and the depth of the educational thinking of our membership. And, since organization is always important in a matter of this kind, I feel that our methods of dealing with resolutions could now be improved so as to increase both the length of time and the proportion of the time given in general meeting to the consideration of issues which are of first-rate importance to education and the profession of teaching.

Another rather disturbing feature of the meeting was a sort of undercurrent of disharmony, or lack of complete understanding and confi-

dence, between the A.G.M. and the General Executive. I got the impression at times that the A.G.M. felt that the Executive was not quite respectful enough to its wishes, did not carry out all its "mandates" with the vigor and promptness that such an august body has a right to expect. Just how general this feeling was it would, of course, be difficult to say. It may have been partly fostered and inspired as a phase of the absorbing pastime of "axe-grinding" which was more or less in evidence at times. But in any case the wording of some of the resolutions was apparently intended to tell the Executive just where it gets off at in this matter, to put the Executive once and for all fairly and squarely in its place.

Now the official or technical relationship between the Executive and the A. G. M. is not, in my opinion, the simple, straightforward thing that some people seem to think it is. It is easy to say that the legislative functions of the A.T.A. are vested in the A. G. M., and the executive and administrative functions in the General Executive. But the interpretation of this simple formula in actual practice is not so easy as it sounds. Let us see what light we can get on this question from *The Teaching Profession Act* and the General By-laws of the Association.

"The Association shall be governed by an Annual General Meeting" says Section 7 of the Act, and the wording is repeated in By-law 16. But this statement in itself, while evidently intending to say that the A.G.M. shall be the final arbiter of Association policy, throws no light whatever on the question of the allocation of the responsibilities of government between the Executive and the A.G.M. It could be interpreted to mean, taken

by itself, that the Executive has nothing to do at all.

But the governing technique and authority of the A.G.M. is clearly set forth in Section 6 of the Act. This section has it that "the Association in general meeting may pass By-laws respecting: (after six specific matters have been listed, we find this covering clause): "All such other matters as may be deemed necessary or convenient for the management of the Association, and the promotion of its welfare, or the conduct of its business. This is how the A.G.M. "governs" the Association, through the By-laws. There is nothing that I can find, either in the Act or in the By-laws, to support the view that the Association shall be "governed" by the resolutions of the A.G.M., other than those pertaining to the By-laws.

It is the duty and responsibility of the General Executive, it would appear, to "transact and carry on the business of the Association" (Section 8 of the Act) in accordance with the By-laws and the provisions of the Act. Section 30 of the By-laws gives the Executive wide scope in laying it down that the Executive "may exercise all such powers of the Association (vide Sections 2 and 3 of the Act) as are not expressly directed or required to be exercised by statute or in Annual General Meeting (i.e., through the By-laws).

The only conclusion I can come to in the matter is that the ordinary, incidental resolutions of the A.G.M. are to be taken as **directive** to the Executive, not **mandatory**. The only way the A.G.M. can exercise **mandatory** control over the Executive is by means of the By-laws, and even here we are advised by counsel that the A.G.M. is subject to the limitations it has imposed upon itself in By-laws intended to prevent hasty and ill-considered action in passing or amending other By-laws.

Nevertheless it is no doubt the general intention that the government of

the A.T.A. shall be in line with British tradition; and even though the members of the Executive in their election and position are not "responsible" to the A.G.M. in the constitutional sense of the word, it is clearly the responsibility of the Executive to pay close heed to the decisions of the A.G.M. as expressed not only in the By-laws but in well-considered resolutions that do not conflict with the By-laws. But the Executive has to "manage the affairs and business of the Association" (By-law 30) in the light of the contingencies which arise, and of possibly important considerations which the A.G.M. could not be well informed of when the resolutions were passed. It is no doubt because of this that the theory, so positively enunciated at the last A.G.M., that each and every resolution that gets through the A.G.M. is "mandatory" on the Executive finds, apparently, no support in the Constitution.

I am writing this in the hope that a better understanding of the matter may mitigate in some measure the vague and subtle (sometimes not so subtle) "undercurrent of disharmony" which was felt to exist at the last A.G.M. between the two governing bodies of the Association. My analysis may not be sound, of course, in which case it should be corrected. The important thing is that we should all be of the same mind in this matter. Obviously if the A.G.M. and the General Executive have fundamentally different ideas as to their respective privileges and powers, we have here a fruitful source of perpetual friction and distrust between the two authorities.

**FIELD, HYNDMAN & McLEAN**  
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# The LETTER BOX

April 25th, 1944

Dear Sir:

I have been instructed by my Executive to ask you to request the members of your Association who are contemplating seeking employment in this province to get in touch with our Federation before finally accepting a teaching position.

We feel that this procedure, if followed, would prevent the following situations from arising:

- (a) Teachers from other provinces from accepting a position in a district which has been misrepresented as a very desirable one in which to teach. (We had one such complaint from a Saskatchewan teacher this year.)
- (b) School Boards in difficulty with the Federation from circumventing this opposition by employing from outside the province a teacher who perhaps would not have accepted the position had he or she been in possession of the full facts of the situation.
- (c) School Boards from arousing antagonism by employing an outside teacher in a position for which B.C. teachers had not also been given an opportunity to apply.

As the best way of bringing this matter to the attention of our members, we are publishing the following notice in the May-June issue of our official bulletin. May we suggest that you adopt a similar proceeding?

Teachers contemplating seeking employment in another province would be very well advised to get in touch with the Teachers' Federation of that province before finally accepting a position.

The best source of reliable information about any vacancy is the provincial Teachers' Federation, which, in all cases, will gladly supply all the information

requested. It would be a very short-sighted policy for any teacher concerned not to avail himself of this service.

A little foresight of this sort will perhaps save you subsequent regret.

For the information of any teacher who may be interested, the names and addresses of the General Secretaries of other provincial teachers' associations, are printed below:

P. E. I. Teachers' Federation—J. P. Callaghan, 66 Bayfield St., Charlottetown, P.E.I.

Nova Scotia Teachers' Union—Miss Jean McDonald, Box 847, Kentville, N.S.

New Brunswick Teachers' Federation—A. P. Stiles, Riverside, N.B.

Provincial Association of Protestant Teachers of Quebec—P. A. C. Clark, M.A., 4889 Grosvenor Ave., Montreal, Quebec.

Ontario Secondary School Teachers' Federation—S. H. Henry, 30 Bloor St. W., Toronto, Ont.

Saskatchewan Teachers' Federation—J. H. Cumming, 201 Bank of Montreal Chambers, Saskatoon, Sask.

Manitoba Teachers' Federation—E. K. Marshall, 613 McIntyre Blk., Winnipeg, Man.

B.C. Teachers' Federation—Harry Charlesworth, 1300 Robson St., Vancouver, B.C.

Please understand that it is not our intention in writing this letter to discourage teachers from other provinces from coming to British Columbia. Although we do not encourage teachers to leave other provinces where the shortage is even more acute than it is here, we answer all letters of inquiry promptly and fully and make welcome any teacher who does come. Understandably, however, we let such teachers know that we, as a Federation, expect the same loyalty and support as they would give their own organization. We are pleased to be able to say that many of the teachers who have come from other provinces this year have taken a very active interest in teachers' affairs here and are proving themselves valuable assets.

Thank you in advance for your cooperation in this matter.

Yours sincerely,

B. C. Teachers' Federation,  
"C. D. OVANS",

Assistant General Secretary.

# The Teachers' Christian Fellowship in Canada

By MABEL C. GILES, Calgary

Because the Teaching profession is emerging gradually from that obscurity which for so many years has surrounded it, there is developing among teachers throughout our Dominion a keener consciousness of their responsibility to take active part in fields of service hitherto almost untouched by our profession. Even a casual survey of this growing Teacher-Activity is heartening and thought-provoking. Groups of teachers are working together wherever they sense an opportunity for effective, unified action. It is the challenge presented by one of these comparatively new organizations, the Teachers' Christian Fellowship of Canada, (T.C.F.), which has prompted the compilation of this report. Careful investigation of the motives, history and methods of procedure of this association has resulted in findings so commendable as to evoke whole-hearted endorsement and enthusiastic support. Since there are doubtless many teachers who are not familiar with this work, it seems fitting that a brief, informative account concerning the Teachers' Christian Fellowship be presented at this time.

## General Observations

In order to dissipate any misconceptions concerning the organization, a few general observations should be noted at the outset.

The Teachers' Christian Fellowship is not duplicating the work of any existing organization, but it is providing a medium for concerted action by those teachers who believe that educators must be concerned with spiritual, as well as mental and physical development.

This organization is connected in no way whatsoever with any political or social group; nor has it any denominational bias. Teachers from various denominations are working together, united by a common bond,

the love of the Lord Jesus Christ.

The T.C.F. of Canada is part of an international organization which is now active in England, Australia and New Zealand, and recently has begun work in the Eastern United States. On all sides are encouraging indications of growing interest among teachers.

## The Need for Such an Organization

Unless an organization meets a real need, it cannot challenge thinking men and women. The increasing interest in T.C.F. work indicates that teachers are sensing the fact that the T.C.F. is meeting a need. They recognize that the influence of the Teachers' Christian Fellowship is definitely counteractive to the deplorable and prevalent tendency to extol materialism and self-advancement. Contemplation of the World Picture today brings conviction that all immediate and post-war planning, if it is to be enduring, must be built on the principles of the Christian faith. Teachers, in their many contacts, are in a strategic position to endorse or belittle the teachings of the Lord Jesus Christ..

## The Motivating Purposes

The motivating purposes of the Teachers' Christian Fellowship are to encourage faith in God, and in the Lord Jesus Christ, our Redeemer; to stress the application of the teachings of God's Word to daily living, and to enjoy the practice of Bible Study and prayer.

## History of T.C.F. Development (Outgrowth of Inter-Varsity and Inter-School Christian Fellowship)

A survey of widely separated T.C.F. groups indicates that the work has developed out of the common motives of two independent groups of teachers. In Eastern Canada it was begun by teachers who, as students, had been members of the Inter-Varsity

and Inter-School Christian Fellowship (I.V. and I.S.C.F.). In Western Canada, on the other hand, it was started by teachers who, although having no early, personal association with I.V. and I.S.C.F., were impelled by identical aims.

Those who are unacquainted with the work of the Inter-Varsity and Inter-School Christian Fellowship will infer something of its character from the comment of an eminent educational authority, President H. J. Cody, of Toronto University: "In these stern, yet great days, we all sorely need the sustaining power of faith in God. Your organization is worthy of commendation because of the emphasis you place on personal loyalty to the Lord Jesus Christ; and because of the prominent place you give to Bible Study in your programme."

#### **Provincial Groups United in National Organization in 1943**

The year 1943 will remain conspicuous in T.C.F. History, for it marks the unification of provincial groups into a national organization.

Nine years previously, in 1934, the first T.C.F. Group had been formed in Victoria, British Columbia. In 1936 a similar Group was organized during the Summer School Session at Edmonton, Alberta. In 1937 the first Ontario T.C.F. was started through the instrumentality of former members of the I.V. and I.S.C.F. In 1937, also, a T.C.F. Group was begun in Montreal, Quebec. In 1942 the first Manitoba T.C.F. came into being. That same year interested teachers of the three Prairie Provinces combined to form the Teachers' Christian Fellowship of Western Canada. In 1943 teachers in Saskatoon organized the first T.C.F. Group in Saskatchewan, and at the same time the work in Alberta was strengthened by the formation of a Group in Calgary.

The fusion of all these provincial Groups into a national organization

has been brought about largely as a result of the influence of the T.C.F. publication, *Credo*, and has given a great impetus to the work of the organization.

#### **Credo**

It was at an Ontario Conference, held in Guelph, in September, 1942, that the decision was reached to issue a national publication, *Credo*. This has resulted in a most helpful co-ordination of the work throughout the various provinces. Although, due to war-time exigencies, only three issues a year are now published, these have been conspicuously of first rank. The table of contents includes Dominion News Items, special articles of interest to teachers, and topics on Devotional and Missionary themes. *Credo* is of incalculable help to teachers unable to participate actively in a T.C.F. Group.

#### **Bible Discussion and Prayer Groups**

An important feature of T.C.F. work is the establishment of Bible discussion and Prayer Groups. In these Groups, the importance of knowing Jesus Christ in a vital personal relationship is emphasized, and also the practical application of scriptural truth to daily living is stressed.

Prayer is an integral part of the T.C.F. Group Meeting. The power of prayer is being recognized afresh today. National and military leaders in the world crisis have not been slow to express dependence upon God's guidance in prayer.

#### **Special Meetings and Conferences**

At intervals special meetings of varied nature are held. These provide opportunities for acquainting others with T.C.F. work.

In established centres, annual or semi-annual Conferences, lasting two or three days, have proven to be valuable. It is anticipated that such a Conference will be held in Alberta in the early Fall.

#### **Membership**

To all teachers in accord with the

The A.T.A. Magazine

motivating purposes of this organization, a hearty invitation is extended to contact any member of the Provincial Executive concerning prospective membership or a subscription to *Credo*. (The Membership Fee of one dollar brings *Credo* automatically; non-members may secure it at the rate of twenty-five cents per year.)

#### Provincial Executive

President, Mr. Louis C. Mix, 9747 84th Ave., Edmonton; Secretary-Treasurer, Miss Emma N. Horton, Busby; Editorial Representative of *Credo*, Miss Mabel C. Giles, 718-4A St. N.W., Calgary; Advisory Members, Miss Mabel Geary, South Edmonton; Miss Elsa Gundesen, Dickson.

#### Opportunity for Service

At the present time several members of the Ontario T.C.F. are working on a Committee of the Ontario

Educational Association, preparing a Bible Study Course to be submitted to the Department of Education, with the recommendation that it be used in Ontario schools. A recent letter from England tells that the T.C.F. there is engaged on a similar project. There are many opportunities for service.

The challenge presented by this T.C.F. work is finding response among teachers, representing many creeds, but motivated by a common desire to serve the Lord Jesus Christ.

*"For Christ is more than all the creeds,*

*And His full life of gentle deeds  
Shall all the creeds outlive.*

*Not what I do believe, but Whom."*

Although this work is comparatively new, its appeal is so genuine that members feel assured it will receive the enthusiastic support of many teachers throughout our Dominion.

## COMPULSORY MEMBERSHIP ELSEWHERE

The Annual General Meeting of the B.C. Teachers' Federation approved compulsory membership in the form indicated by the following resolution:

"That no teacher be appointed or retained unless he holds a Certificate of Qualification issued by the Department of Education and is granted membership by the British Columbia Teachers' Federation".



Excerpts from a letter published in *National Education* (official organ of the New Zealand Educational Institute) replying to a previous contributor's criticism of compulsory membership.

"It would seem to me that democracy has to introduce compulsion in the interests of efficiency. Is there any 'stigma of compulsory membership' in the army? Admittedly that is an exceptional case, but I don't think that membership of the B.M.A. lowers the

standing of the medical profession. It is useless living in the clouds, thinking that there are not and will not be teachers who are willing to accept what the Institute has done for us in 'sponsoring and achieving educational reforms' without giving their active and moral support. We have a term in the army to which we have given a broader interpretation. Has Mr. Merry ever heard of the 'bludgers'? I think he won't have far to look to find some in our mutual profession who are willing to receive the benefits without aiding the work performed by the Institute. I appreciate very much the fact that I am being kept in touch with educational affairs by receiving *National Education* every month, and if compulsory membership were in force all the soldier-teachers would be in my position. As it is, many of us will return without knowing what has happened and what has been done for us in our profession."

H. L. Botting.

## TRAINING OF TEACHERS

At the suggestion of the Association for Education in Citizenship in the Manchester Area, Professor R. A. C. Oliver, Sarah Fielen Professor of Education in the University of Manchester, with the assistance of a group of colleagues has furnished this most comprehensive and critical statement on the training of teachers, with particular reference to University Training Departments in the book entitled *The Training of Teachers in Universities* by R. A. C. Oliver (published by the University of London Press, Ltd.). His survey of the teacher's function, his description of teacher training as it exists at present and his suggestions for improvement will be of keen interest to those engaged in teacher training in New Zealand today where the question of inter-relationship of Training College and University has arisen so frequently.

Professor Oliver commences by examining the function of a teacher, and here his views are broadly democratic—he sees first of all the guiding principle that teaching is essentially the arrangement of the child's environment in such ways that he will have experiences which the teacher believes will change him in the desired ways. The educating of the citizen of a democracy is not a matter of the teaching of civics but is to help him to an understanding of the democratic way of living and to an eager acceptance of it. For this the teacher himself must not only have a knowledge of child development but he must have a philosophy and experience of life. Then Professor Oliver turns to the University Training Department and examines the training of the teacher in the light of what is expected of him in the community. The course provided should not be privileged beyond any other profession in regards to grants, etc. He sees the four-year period as too short if the teacher is to aim at a degree as well as being trained in the common subjects. He

advocates a five-year course, the teacher thus completing his training at about 23 years of age, which he considers a sufficiently mature age. The question whether such training would be economically possible naturally crops up with us. However, various points of this course are most interesting, and reflect again and again his broad, sensible conception of the life of the teacher.

He discusses the question of the teacher in training spending perhaps a year in paid employment, thus gaining experience of life; he feels that the secondary schools should not be the only avenue of recruitment, but that entrants might be encouraged from other walks of life; the first year of the course might be general so that there might be easier transfer to another vocation for the unfitted; he raises the question of renewed training or refresher courses, realising that the teacher is not completely trained when his College course is finished. His outlook on examinations is refreshing—the practice record or the record of research being the test rather than the set examination paper. It is interesting too that he considers that teachers engaged in different branches should be trained together, thus enabling them to see education as a whole. This is in marked contrast to some views held that there should be separate colleges for separate types of teachers, but is in keeping with Professor Oliver's broad democratic view.

His last chapter deals with Training Colleges which are separate from Universities and his advocacy here of affiliation with the University but as separate colleges under a joint board of control appears very sound and may have special application to the New Zealand situation.

Altogether the book gives a thoughtful and practical insight into the many problems of teacher-training and will be read with both interest and benefit. —*National Education*.



# The Friends of the University

By MARIAN GIMBY, M.A., of Edmonton

## To the Six Thousand:

How many of us are graduates of the University of Alberta?

Would we give up the years we spent there, the friends we made, the learning we gained, the glimpses rare and lovely into the kingdom of the mind? We were very young; we had high hopes, perhaps we met our first, worst disappointments there. But now that we've forgotten most of what we tried to remember, a golden haze still hovers over those rich years and more and more we feel that they brought us the beginning of such strength and wisdom as we have.

The University needs our help, not just in money, though it needs that too. It represents an investment of some five million dollars by the people of Alberta, in the propagation of 'whatsoever things are true'. No investment pays better dividends; but the term is so long and the results are so intangible that only those who have experienced them can be expected to appreciate them or to testify to their worth.

The University is a living, growing body. Every year the appropriation in the provincial budget is increased by thousands of dollars but the needs outstrip the increase many times. In every department work is cramped by lack of books, equipment, space, and staff. For years these needs have been pressing painfully and now in view of post-war problems, they have become imperative.

The University is on the threshold of a great expansion; a second phase of its growth. New buildings are required costing more millions—a proper library for instance, a better

broadcasting plant, and many other new facilities.

Are we willing to help? What can we do to see that education comes first in the reconstruction? We can stir up interest among graduates and friends in our own districts; we can make sure that our local members of Parliament, when they vote on the budget, know how strong that interest really is! We can try to keep the name and value of the University often in the public mind. Lastly, (here's the test) we can give something of our own.

The Friends of the University is an organization of graduates, and of others who care, recently formed to see that somehow public support is maintained and increased for the University of Alberta. An annual subscription of five dollars (or as much more as you please) will make you a Friend of the University.

Not many of us are likely to die leaving a fortune to our Alma Mater. Older universities are largely endowed by wealthy alumni and so can afford to be rather independent of public opinion. But we are not at all sure we want that sort of independence; and, in any case, a thousand living graduates grateful and affectionate, bringing each his little yearly gift, are more to be desired than one dead graduate though he bequeath an income of thousands.

Out of the will of the people our University lives and must live. Education will always have to fight for its life against the indifference of the workaday world, against the vested interests who 'must keep the taxes down' and against the dead hand of the past in ceremonies and in dogmas

which sanctify the husks of truth and kill the living germ. Education in a democracy must be in tune with the people.

A second generation of graduates is passing through our University, accepting lightly as of right all the advantages. Noblesse oblige. We who have received the best Alberta has to offer have a responsibility. The University must grow by our influence by our gifts or how else?

## Progress

By F.O. D. S. ARBUCKLE, R.C.A.F.,  
formerly of Garneau School,  
Edmonton

**S**INCE time immemorable, the goat, it seems, is a rather innocent fellow to whom blame is attached when something goes wrong. And from what one can gather from numerous speeches, articles and statements, another goat is in the making—the goat this time being progressive education.

Our educational system is continually being blamed, and justly so, for many of our ills, but beyond the speech making stage, little is usually done. The latest surge of interest in educational problems is no doubt due to two factors—the increasing interest in post-war rehabilitation and all that it means, and closely linked with it, the alarming increase in juvenile delinquency. With regard to rehabilitation, there is much being said about what is going to be done in post-war Canada, and education figures largely in these hopes for improvements. At the same time, however, in connection with the delinquency problem, education is receiving the lion's share of the blame. This is not unreasonable, it is, in fact, quite encouraging, but the dangerous and alarming fact is that the pendulum of educational reform, which in the last decade seems

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## LIES AHEAD

to have been slowly moving ahead, is now beginning to give indications of being rapidly jolted back.

This general trend of thought is indicated by statements made by many prominent citizens—lawyers, judges, social service workers, ministers and even premiers. The discussion usually hinges on the problem of juvenile delinquency, but strangely enough, the very people who, next to the parent, will mould and affect the child much more than anyone else—more than will ministers, lawyers, social service workers, judges or premiers—these people remain silent, and seem to enter into such discussions not at all. There seems to be, according to some speakers (very seldom teachers) a yearning and a need to get back to the good old little red school house days, and especially to the little red school house discipline. The premier of Ontario, for example, speaks of the need for—" . . . the return of the teaching of discipline as a means of combating juvenile delinquency . . . we have worshipped false gods . . . we have got strange ideas in teaching our youth . . . it is extremely important that we return to discipline as the proper basis for their training . . .".

If discipline is to be the basis for the training of children, we should be clear as to just what we mean by the

term discipline. Surely not the "theirs not to reason why, but to do or die" type? If that is what we want, we should send our experts to Germany to study their methods—there is no better example! It is obviously true that there is a very definite need of an external discipline in the school, just as there must be an external discipline in the society in which we live; but it must be a discipline of reason. There must be instilled into the child the true self discipline, without which no nation will survive, and coupled with this there must be the ability to think in a clear and unprejudiced fashion. As a bloody and fateful struggle rages today, we have evidence aplenty that the products of our educational system have been far too prone to gullibly accept anything that was thrown at them without careful questioning and reasoning. They have believed everything they have read and heard—they had eyes and ears, but they could neither see nor hear. And heavy is the price we pay today.

It is unfortunate that the words "progressive education" bring to the minds of many people entirely erroneous ideas. Apparently some of these ideas are gathered from the goings on in the educational world of our enthusiastic brothers south of the forty-ninth parallel. The Americans are a great people, and when they do things, they do them in a big way: it may even be that, to a certain extent, their enthusiasm runs away with them.

It may be true, for example, that in a certain school a boy, after two years of schooling, knew nothing of reading, writing and arithmetic. It may be true that in another school children were allowed to do absolutely anything they wanted (creative activity?), and, when they finally tired of this, went home. It may even be true, as a certain Mary Ward says, that:

"Now in the frosty mornings cool,  
Our little ones return to school,  
There to unlearn, throughout the  
autumn

What we in summertime have  
taught 'em."

There probably are such schools, but it is doubtful if most of those who use them as typical examples of the horrors of progressive education have either seen them or had anything whatsoever to do with them. And even granted the existence of such schools, there is no justification for condemning all modern educational thought because of a few isolated, exaggerated and unrepresentative examples. It is these more startling aspects that receive the pronounced publicity; nevertheless by no means do they represent or indicate the generally sound and forward movement of educational thought in the United States. We learn by experimentation, and the results of many experiments we may, seemingly, toss away as useless. Actually, however, none are useless; and from some of these it may be that we may proceed towards our balanced and most valuable conclusions. Reform in educational thought may not be very visible, or spectacular; but it is an obvious prerequisite to any reform in curriculum and procedure.

Contrary to the beliefs of those who seem to think that the only way to improvement is backwards to the "good old days," the school has been, for far too long, a place where all too many children go, just because they must; sitting there for an endless period while thousands of useless and futile facts are hammered into unwilling and unretentive minds. However, the writer most definitely does not support those psychologists who seem to favor a course of study chosen by the children in its entirety. It is difficult to see how such a course could lead to anywhere but chaos; and this is the sort of thing that supplies ammunition for the propaganda guns of

the "good old days" brigade. The acquisition of much academic knowledge is most essential for the future welfare of the child; nevertheless, his absorption of essential knowledge is made less certain if the school exists as an institution he thoroughly dislikes, and wishes to leave at the first opportunity.

The real citizens whom the school must strive to develop will not be one who thinks only of self, but who is conscious of, understands, and strives for the welfare of all mankind. To develop such a citizen is no easy task, and it is an absolute national necessity that teachers be chosen from the best that the nation has to offer. Such teachers will well realize that, whether teaching grade one or a post-graduate university course, it is not enough to teach Willie to add, or to discuss the newest aspects of electronics with Mr. Williams. They should have in mind that by the time Willie gets to the electronics stage it is getting late, and that, unfortunate-

ly, the Willies with whom we should be most concerned—the great mass of mankind—will never get to the electronics stage.

In the long run, after all, the success of any educational system will depend on the teacher. It is true that we should not value a profession by the monetary remuneration, but the cold, hard fact remains that if the qualifications necessary to become a teacher are to be a High School certificate, with a few months of normal school, and that if the average remuneration is to be less than it costs us to maintain a criminal in captivity, then it will be a very thin cream of our youth who will enter or remain in the teaching profession. Thus, in our national ignorance, we are laying ourselves wide open to insidious dangers as great as those which beset us now. Sighing for the "good old days" to return will do us no good at all; let us retain what is good, but let us always be looking ahead, for there lies the only safe road to progress.

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# Equal Pay - - - -

It is now a quarter of a century since the N.U.T., following a referendum of its members, adopted the policy of "equal pay" for men and women teachers.

It is, consequently, quite natural that this journal should welcome any pronouncement by Parliament in favour of this important principle. It is equally natural that the subsequent cancellation of such a pronouncement should cause disappointment.

Nevertheless, we are convinced that the case for "equal pay" has not been handled in the best way in the House of Commons during the past week. The amendment moved to Clause 82 of the Education Bill by Mrs. Cazalet Keir raised questions much wider than the salaries of teachers and issues which were quite extraneous to an Education Bill.

Acceptance of the amendment by the Government would have implied the establishment of "equal pay," not for teachers alone, but for every employee in the service of the government and the local authorities; it would have affected profoundly all negotiations on industrial wages; and it would have influenced the practice of every arbitral or industrial court in the land. The fact that this journal would have welcomed all these results does not blind us to the force of the contention that a change so vast in scope and so far-reaching in its political, social and industrial implications should not have been forced by a chance amendment to a clause of the Education Bill, to which the issues raised were clearly irrelevant.

For our part, we would heartily welcome a full dress "show down" in the House on the attitude of Parliament towards the principle of "equal pay" which the Union had advocated

for so long. But the debate should be held on the general issue without carrying with it dangerous implications for the Education Bill and the Burnham Committee.

What, after all, is this Clause 82 which has achieved such unexpected notoriety? The clause was, in fact, inserted in the Bill by Mr. Butler at the request of the N.U.T. Its sole object was to give the Minister power to compel local authorities to pay the scales agreed upon by the Burnham Committee and approved for purposes of grant by the Board of Education. Successive Conferences of the Union have demanded this power for the Minister in order to bring to an end the possibility of recalcitrancy by individual Local Authorities, and the Executive were successful in securing its insertion in the Bill.

The actual drafting of the clause, however, raised a fear lest the Minister would be invested with power not only to mandate agreed scales, but to dictate the actual rates which teachers should be paid. Accordingly, assurances were sought and obtained from the Minister that the clause implied no interference with the Burnham Committee as a free negotiating body and that dictation by the Minister was not intended. Since, however, so many members of Parliament have construed the clause as investing the Minister with autocratic powers, and have evidenced a desire to give specific direction for their exercise, it is clear that the Union must look at the terms of the clause again.

There is no need for us to stress to teachers the dangers attendant upon ministerial dictation of their salaries. Behind every Minister lies the shadow of the Treasury, and there is no instance that we can recall during the

long history of the Burnham Committees when the impact of Treasury influence on the Burnham Scales has been to the advantage of the teacher. The paring down of the Standard Scales in 1921, the impetus towards economy in 1925, the cuts in 1931 and the suspension of upward grading of areas since 1936, were all traceable to Treasury rather than local authority influence.

The desire conveyed to the Minister on behalf of the Executive was, and still is, that teachers' salaries shall be settled by free negotiation in the Burnham Committee and not by Government edict. It is obvious, therefore, that the Executive were placed in an embarrassing position by Mrs. Cazalet Keir's well-intentioned, but ill-placed, amendment to Clause 82.

The N.U.T. is in favour of "equal pay". It is also in favour of free negotiation in the Burnham Committee, untrammelled by outside dictation on either principles or figures. The effect of the amendment would have been to establish the very kind of dictation which the Executive had feared and resisted. The fact that the first expression of such dictation was to be along lines acceptable to the Union did not remove the possibility that later expressions might well prove unacceptable. Moreover, it was carefully noted that the amendment placed upon the Minister an obligation to

level the salaries of teachers, irrespective of the circumstances prevailing at the time. It contained no provision that the levelling should be in an upward direction.

The Union is not directly concerned with the constitutional issues which arose in the House last week. It is, nevertheless, deeply implicated in their consequences. Had the vote of confidence in the Government not been carried, the balance sheet for the teaching profession would have presented a sorry picture. On the credit side would have been an iteration by a crumbling House of Commons in favour of "equal pay" in the teaching profession. On the debit side would have been the disruption of the Government, the dissolution of the House of Commons, the collapse of the Education Bill, and the abandonment of the hopes of educational, professional and salary integration which are inherent in it. The adverse balance would have been overwhelming.

Whether the cause of "equal pay" has been advanced or retarded by recent events is a matter for speculation. We do not profess to know. But the moment appears appropriate for a brief restatement of the salary policy of the N.U.T.

The Union stands for "equal pay," not in the narrow context of Mrs. Cazalet Keir's amendment, but in a much wider sense. The Union's ob-

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jective is not a one dimensional but a three dimensional equality—equality between the sexes, equality between different areas, and equality between different types of school.

The Union does not merely assert these principles *in vacuo* but links them with the practical issues involved in their adoption and application. For instance, the Union is not in favour of achieving the three dimensional equality for which it stands by the simple levelling of existing salaries, but by the process of *levelling up*. In this important quest the Union, with the full approval of Conference, has chosen to tread the path of national negotiation in the Burnham Committee, and the experience of a quarter of a century does not suggest that the case is yet made out for the substitution of Government edict for negotiated settlements.

The events in the House last week constituted not only a Parliamentary crisis, but an educational and Burnham crisis too. The danger is now happily past and hopes for a speedy passage of the Education Bill into law can be set high once more. One of the first fruits of this in our view is likely to be the early opening of salary discussions for a complete recasting of the Burnham Scales in order to adjust them to the new layout of the educational system which is to come into operation in less than a year's time.

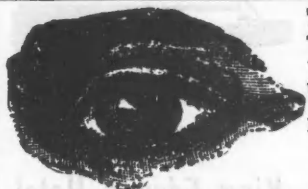
In the course of these negotiations, the Union representatives on the Teachers' Panel will faithfully and stoutly press for the adoption of scales conforming to the principles and conditions which have been laid down by Conference. Whether in the course of the discussions they will discover that last week's demonstration in favour of "equal pay" has strengthened their hands or merely served to consolidate the opposition, only time will show.

But safer than speculation on matters of this kind is the assumption that in the future, as in the past, the Union will have to rely on the sagacity of its accredited leaders and the strength of its own right arm rather than upon confused Parliamentary proceedings such as those of last week.

—*The Schoolmaster & Woman*  
*Teacher's Chronicle*,  
April 6, 1944.

#### LT. ELAINE ROSS STAR IN ENGLAND

A Canadian Women's Army Corps company in England lost its first international league softball game of the season to an American Women's Army Corps team 12-4 on London's Hyde Park diamond. Star of the Canadian team was Lieut. Elaine Ross, former member of the A.T.A. staff, who scored a home run.



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## COAL BRANCH SCHEDULE (Cadomin, Luscar and Mountain Park)

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	C.O.L. Bonus	Basic Minimum with C.O.L.	Basic Maximum
<b>Grade I-VI:</b>			
Basic minimum of \$1200 .....	\$154	\$1354	\$1700 plus C.O.L.
<b>Grade VII-VIII:</b>			
Basic minimum of \$1300 .....	\$154	\$1454	\$1800 plus C.O.L.
<b>Grades IX-XII:</b>			
Basic minimum of \$1500 .....	\$154	\$1654	\$2000 plus C.O.L.

**Principal:**

Shall receive \$50.00 additional for each room.

**Cost of Living Bonus: 77c per diem.**

**Annual for Experience:**

\$50.00 for each year of service in the school district up to a maximum of 10 years and \$25.00 per year for previous teaching experience outside the district.

**For Special Qualifications:**

1st year University .....	\$ 50.00
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**For Special Certificates:**

Junior Certificates .....	\$ 25.00
Senior Certificates .....	50.00

**For Supervisory Duties:**

Principal—\$50.00 per room

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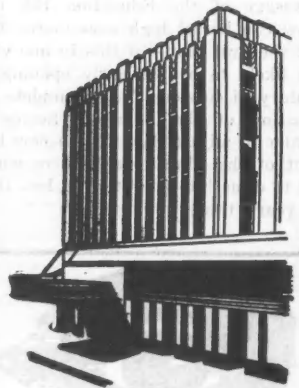
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# FEDERAL AID MOVEMENT GROWS

Education, which in recent days has been receiving more attention than it has previously enjoyed but much less than it merits, was debated in the Senate last week when Senator Haig urged that the Dominion come to the rescue of the provinces by means of federal grants. The Senator well realizes the fact that education lies within provincial jurisdiction and that there are those who object to federal aid on the ground that provincial autonomy is infringed.

But he has touched on the fundamental weakness of our educational system. As he says, the people of Canada are not paying their rural teachers sufficient remuneration for the important work they are doing. They are the poorest paid, in fact, of any class in the Dominion. In consequence they are not equipped for their tasks, and the great majority of them are looking forward only to the day when they are happily released to more remunerative employment.

As he points out, the Dominion makes grants to the provinces for the purpose of improving livestock and grains, but it does nothing to improve primary education. There seems no reason why the federal government should not make such education grants, the money to be used by the provinces at their own discretion without federal interference and without disturbing the functions of government between the provinces and the Dominion.

Senator Haig, in fact, found support for his project in a quarter where he probably did not expect it. Speaking later in the day, Senator DuTremblay agreed that the provinces have not the means to pay for all the educational facilities they have

promised and would like to provide. He drew attention to the situation in this city, where the financial burden of education is carried almost entirely by real estate, and he agreed that the Dominion could perhaps give aid to the provinces for educational purposes in a way that would not interfere with provincial autonomy.

This is a beginning, and the Senate should not allow the initiative to fall from its hands. Canada's educational system needs overhauling. The ability to read and write is not sufficient for today's needs, and it will fall far short in the days that lie ahead.

We are prepared to pour millions into social security, health and unemployment insurance, yet we close our eyes to the fundamental security of our people — the welfare of their minds. Education has little to do with magnificent buildings and a fine campus. It is the character of the master that impresses itself on the pupil. The Government is not asked to supply costly teaching plants. Great men will still spring from the tiny schoolhouse, but only under the impetus of devoted teachers. To obtain them and keep them in the teaching profession we must pay them according to the standards of the day. In the power of the knowledge and true understanding of the citizenry lies the safety of the nation.

—*Montreal Gazette.*



## A CHANCE FOR THE SENATE

Senator Haig last week told his followers in the Upper House that they are presumed to have some experience in the public life of the community and to be willing to devote some of their energies to the service of the Dominion. This view of the

duties of the Senate may have come as a surprise to some of the incumbents, who were thus asked to bestir themselves in the matter of education.

Senator Haig believes the time has come for the Senate to initiate some legislation to improve the general level of primary education in this country. At least he asks his colleagues to investigate the question sufficiently to be able to place before the people a program of education.

Now that is not asking too much of

them. If they get down to the task—which really needs doing—with vigor and intelligence they may render a valuable service to the country. In doing it they may even learn a good deal of themselves. On both counts the effort is well worth making.

Whatever happens, investigating our education system is much better than not investigating it. The Senate cannot lose. It may even acquire more dignity thereby than is bestowed by the unremitting consideration of divorce cases. —*Montreal Gazette.*



# Resolutions Adopted by the Annual General Meeting, April 10-12, 1944

## ADMINISTRATION

### Duties of District Representative.

**Resolved:** That each geographic representative hold meetings whenever he deems necessary to meet a geographic council consisting of one or more members from each Local and said members to be appointed by the respective Locals.

**Be it Further Resolved:** That the duties of a district representative as outlined in the minutes of the last A.G.M. be amended to include this additional duty.

### Elections.

Whereas the Provincial Executive Council of the Alberta Teachers' Association is at present authorized by the constitution of the Association to appoint a successor to the position of geographic representative should such position become vacant before the expiration of the regular term of office, and

Whereas such procedure does not guarantee that the appointee of the Executive shall have the confidence of the members he is called upon to represent, and is, therefore, undemocratic;

**Therefore be it Resolved:** That we instruct the Provincial Executive not to fill any vacancy for the position of geographic representative until a by-election has been held within the bounds of the geographic district concerned; provided, however, that in the event that a vacancy occurs after the Christmas meeting of the Executive, that particular office of district representative be left unfilled until the next regular election.

**Resolved:** That the resolution passed pertaining to vacancies on the Executive be viewed by next year's Executive as being mandatory.

**Resolved:** (a) That an electoral vote be taken, ballots to be mailed to Locals not later than May 15, 1944. Such ballots to be returned by June 15, 1944.

(b) That in the event that the electoral vote be favorable to the principle of holding by-elections, that any vacancy in the executive be filled by such by-election.

(c) That the electoral vote, if favorable, be placed before the next A.G.M. for ratification, such ratification to endorse any action taken by

the Executive under the terms of these resolutions.

**Resolved:** That ballots for the election of officers and geographic representatives be sent out earlier so that all teachers may have an opportunity to vote.

**Be it Resolved:** That this A.G.M. review election procedure for nomination and election of members of the Executive Council of the Alberta Teachers' Association, and that the Provincial Executive take the necessary steps to change Section 32 of the By-laws to read "not less than forty days" instead of twenty-four.

**Fees.**  
**Resolved:** That the electoral vote with respect to fees be ratified.

### By-law 6 (2) as Amended:

(2) The scale of fees payable by members, shall be in accordance with the following schedule:

#### Annual Salary

Under \$1,500—\$8.40 yearly or 70c per calendar month.

Under \$2,000—\$10.80 yearly or 90c per calendar month.

Under \$2,500—\$13.20 yearly or \$1.10 per calendar month.

\$3,000 and over—\$15.60 yearly or \$1.30 per calendar month.

"(2a) From the amount paid to him as provided in sub-section (2) hereof the General Secretary-Treasurer shall remit to each Local Association the sum of \$2.40 per annum or 20c per calendar month for every member affiliated with such Local Association."

### Finance.

Whereas the annual financial report of the A.T.A. has been handed out as delegates enter the convention and there has been insufficient time for careful study and appraisal before it has to be considered;

**Therefore be it Resolved:** That the A.T.A. financial year end on December 31st and that the financial statement be completed and be placed in the hands of our members by March 1st or in the February issue of *The A.T.A. Magazine* so that all can consider the financial expenditures of our Association and be prepared to discuss them intelligently at the time of the A.G.M.

## Geographic Distribution.

**Resolved:** That the electoral vote with respect to the geographic districts be ratified.

**Resolved:** That by-law 22 be amended by substituting the word "eight" in place of the word "seven".

**By-law 22 as amended reads:**

The Executive Council shall be the Executive and Administrative body of the Association, and shall consist of the President, Immediate Past-President, Vice-President, General Secretary-Treasurer and eight other members as District Representatives.

**Resolved:** That the By-laws as amended shall be from this date the general By-laws of the Alberta Teachers' Association.

**Be it Resolved:** That a Committee of the A.G.M. be set up to realign the boundaries of all Geographic Districts so that each District will contain approximately the same number of members.

Minutes of the Sub-committee meeting of the Committee on Resolutions adopted by the A.G.M.

1. Consideration of Basis of Redistribution:

(a) Moved: We use as a basic principle that the District Representative is as the name indicates, Representative of the district, and responsible to the district.

(b) Moved: The concurrence with resolution 13 be a basis.

Redistribution following the spirit of basis 2:

### Ten Districts.

1. Edmonton and Edmonton Separate .....620
2. Calgary, Calgary Rural, Calgary Separate and Mount Rundle .....580
3. S. W. Alberta: Lethbridge City, Lethbridge Division, St. Mary's, Taber, Macleod, Pincher Creek, Foothills .....572

4. S. E. Alberta: Foremost, Medicine Hat, Medicine Hat City, E. I. D., Acadia, Berry Creek, Bow Valley, Sullivan Lake, Wheatland .....518
5. Drumheller, Stettler, Olds, Rocky Mountain House, Red Deer .....627
6. Neutral Hills, Castor, Provost, Killam, Wainwright, Holden, Vermilion .....555
7. Lamont, Two Hills, St. Paul, Bonnyville, Smoky Lake, Vegreville .....589
8. Ponoka, Camrose, Wetaskiwin, Strawberry, Clover Bar, Stony Plain .....546
9. Edson, Lac Ste. Anne, Sturgeon, Pembina, Athabasca, (excepting along Slave Lake, these schools in District 10), Lac La Biche .....525
10. Fairview, Spirit River, Grande Prairie, McLennan, Peace River .....307

### Setup of Executive.

1. Moved the Executive shall consist of 10 District Representatives and a President elected by the members at large.

**Resolved:** That the necessary ballots on redistribution be taken as soon as possible.

### Sub-locals.

Whereas the interest in Sub-locals is not what it should be;

**Therefore be it Resolved:** That the Provincial Executive be urged to make available to Sub-locals, outlines and reference books on topics suitable for Sub-local discussion groups and to advise Sub-locals of the availability of this material.

### ANNUAL GENERAL MEETING

Whereas it has in the past been the policy of Locals to "pack" certain committees of the Annual General Meeting, and

Whereas this does not seem in ac-

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cordance with democratic procedure;

**Therefore be it Resolved:** That Locals be required to divide their delegates EVENLY among the several committees of the A.G.M.

**Resolved:** That we suggest to the Central Executive that they consider the advisability of having the Salary Committee at the next A.G.M. spend more time in discussing matters of policy and in a question period, rather than using all the time to discuss the resolutions.

**Resolved:** That the number of delegates to the A.G.M. to which the Locals are entitled remain as at the present number.

#### A. S. T. A.

Whereas a barrier seems to exist between teachers and trustees, and

Whereas the majority of their interests in education should be akin, and

Whereas both organizations wish to bring more pressure to bear on the Dominion Government for Federal Aid for Education,

**Therefore be it Resolved:** That the possibility of a Joint Annual Meeting of representatives of the Trustees and the Teachers for the discussion of common problems be investigated.

#### THE A.T.A. MAGAZINE

Whereas there are, from time to time, changes and successful experiments in education being made in various parts of Canada,

**Therefore be it Resolved:** That *The A.T.A. Magazine* devote part of each issue to informing the teachers of important trends and problems in Canadian educational activities.

#### CANADIAN TEACHERS' FEDERATION

##### Freezing Order.

Whereas Order-in-Council No. P.C. 4862 prevents teachers from taking employment in other lines of work which are more remunerative and thus is discriminatory,

**Therefore be it Resolved:** That the Provincial Executive be requested to ask the Dominion Government to either repeal such Order-in-Council or else take steps to assist in the raising of teachers' incomes to parity with those of other occupations for which they are suited.

##### Health, Nutrition, Hospitalization and Medical Service Program.

**Be it Resolved:** That this A.G.M. go on record as favoring the extension of the Health, Nutrition, Hospitalization and Medical service program which is now proposed by the Dominion and Provincial Governments, and

**Be it Further Resolved:** That this body instruct the Provincial Executive to work with the C. T. F. in accelerating this program.

##### Income Tax.

Whereas teachers spend considerable monies at Summer School for which there is not proportionate compensation in salaries,

And whereas Summer School attendance representing a government policy for the benefit of the public, is so often obligatory,

**Therefore be it Resolved:** That this Convention make representations to the proper authorities that Summer School direct expenses (fees, books, and railway fare) be made deductible from taxable income for teachers.

Whereas the income tax has inequalities—

(a) As to occupational groups actually taxed.

(b) In that there are variations in the rate of total tax (on taxable part) varying from 39 per cent to 70 per cent to the disadvantage of income earners in the lower brackets.

(c) In that legitimate expenses are not allowable in such cases as sub-examiners and cadet instructors, etc. while similar expenses are allowable in other classes,

**Therefore be it Resolved:** That the Provincial Executive be instructed to seek directly and indirectly through the C. T. F. an explanation of the basic philosophy warranting this violation of a fundamental principle of justice that all classes be treated alike and that the findings be reported through the medium of *The A.T.A. Magazine*.

##### Student and Teachers Vacation Travel.

**Be it Resolved:** That this A. G. M. go on record in protest against discontinuance of student and teachers' vacation travel certificates and that proper authorities be urged to have these restored.

**Resolved:** That this resolution be sent to the Canadian Teachers' Federation.

Whereas the government has cancelled the privilege of reduced fares to students and teachers on Christmas and Easter holidays to reduce travel, but since these people must travel, and there being no reduction in number of students or teacher travellers,

**Therefore be it Resolved:** That the government be urged to return this privilege to teachers and students.

#### CONVENTIONS

Whereas a one-day convention in the Fall is not economically feasible

and of no intrinsic value to the teachers of Alberta in view of the fact that new courses are being introduced into the High School Curriculum that require thorough discussion among teachers, and

Whereas new and inexperienced teachers are accepting positions on a much larger scale than before, and

Whereas any objection that has hitherto been raised regarding transportation to a two-day Convention is in our opinion feeble in view of the importance of conventions.

**Therefore be it Resolved:** That the necessary steps be taken to assure a two-day Convention being held in the Fall.

### INSURANCE

**Resolved:** That the Group Insurance Committee of the Provincial Executive of the A.T.A. continue to function.

### MISCELLANEOUS

#### Examinations Board.

**Resolved:** That the representative on the Examinations Board and Subcommittee be also a member of the Association's Curriculum Committee particularly at the present time when revision is so much under consideration.

### INCREASED INTEREST IN SPANISH

#### ALBERTA COLLEGE EDMONTON

Has enrolled 160 students during the school term 1943-44.

Complete short courses for Beginners, Refreshers and Advanced Students.

Classes will continue throughout the summer until August 15.

**Correspondence courses will be given for the Fall Term.**

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Principal

### Importance of Elementary Teachers.

**Resolved:** That this A.G.M. is entirely in accord with the President's report dealing with the importance of elementary teachers in the scheme of education.

### Oil Controller and Teachers.

**Be it Resolved:** That the Provincial Executive broach the oil controller to obtain a higher gasoline and tire priority for rural teachers.

### PENSIONS

The following recommendations of the Board of Administrators of the Teachers' Retirement Fund were approved:

(1) That the retirement allowance consist of two parts:

- (a) A service pension
- (b) An annuity.

(2) That the service pension for a male teacher retiring at age 65 be, \$2.00 a month for each year of service, with 20 years necessary to qualify and 40 years the maximum to count.

(3) Clause 3 of the recommendations was tabled and the women delegates appointed a committee to draw up a brief pertaining to Pensions, and it was

**Resolved:** That the facilities of the general office be made available to this committee.

(4) That the normal retirement age be 65 for both sexes, but that retirement be allowed from 50 on for both sexes, the pension being the actuarial equivalent of the pension at age 65 which the years of service rendered would have earned.

(5) That the annuity be the amount which can be purchased by the accumulated salary deductions of the teacher at the date of retirement having regard to age and sex.

(6) That the allowance, which is the sum of the service pension and annuity, be figured on a straight life basis, but that the retiring teacher have the option of taking any actuarially equivalent allowance.

(7) That in the event of death with less than 20 years of service, all moneys accumulated by the teacher be returnable to his estate.

(8) That if death occurs after 20 years of service, but before retirement, there be returned to his estate, preferably in the form of an annuity, the reserves which have been built up on the teacher's behalf both in the annuity fund and in the pension funds.

(9) That service as a teacher outside of the province count in making

up the 20 year minimum period, but that only service in the Province count in determining the service pension, and that at least 15 years be served in the Province before any service pension accrue.

(10) That in the event of withdrawal before retirement, the accumulated salary deductions of the teacher be returned to him, preferably in the form of a paid-up Dominion Government annuity at age 65; and that if the teacher transfers to other Government employ, the accumulation on his behalf towards the service pension be used to buy paid-up deferred annuity at age 65.

(11) That if a teacher is permanently disabled after 15 years of service, he be entitled to a disability allowance the actuarial equivalent of the service pension his years of service would have earned at age 65 plus what annuity his own accumulated savings would buy, the total allowance to be not less than \$30 a month.

(12) That there be an actuarial evaluation of the scheme at least every five years.

(13) That the government bear the cost of administering the scheme.

(14) That the teacher's contribution be at least 4% but not more than 5% of his salary for the purchase of the annuity, and the government and school boards jointly provide for the service pensions.

(15) To set up this scheme it is thought that the money that now stands to a teacher's credit under the present scheme should be transferred to his credit in the Annuity Fund. What is now in the Reserve Fund should be transferred to the Prior-Service Fund. Retention of teachers' contributions due to early withdrawal should be transferred to the In-Service pension fund.

#### **By-laws.**

It was decided that section 11 be continued in force as it now stands:

Where a contributor who is less than sixty-five years of age and not entitled to a teacher's pension retires from the teaching service and, within three years from the date of such retirement, files with the Board a written disclaimer of any further rights under the Act, there shall be returned to him the contributions in whole or in part standing to his credit as follows:

If withdrawal occurs

With less than four full years contribution—no return.

With 4 full years' contribution—the last 1 years' contribution.

With 5 full years' contribution—the last 2 years' contribution.

With 6 full years' contribution—the last 3 years' contribution.

With 7 full years' contribution—the last 4 years' contribution.

With 8 full years' contribution—the last 6 years' contribution.

With 9 full years' contribution—the last 8 years' contribution.

With 10 or more full years' contribution—all contribution standing to his credit.

**Resolved:** That in connection with a new scheme, Clause 11 be referred to an actuary.

**Be it Resolved:** That each teacher be given an official receipt every five years showing his yearly contributions and the amount standing to his credit at that time.

#### **The Teachers' Retirement Fund Act.**

Section 6 (a), Sub-section (1) was altered as follows:

From and after the first day of July, 1941, the board of trustees of every city, town, village and consolidated school district (not being within a school division) and divisions and of the Lloydminster Public School District and the Lloydminster High School District shall pay into the Fund at the end of each month an amount equal to one-half of one per cent of the total amount of salary earned in such month by each and every of its teachers required to contribute to the Fund.

#### **PROVINCIAL GOVERNMENT**

##### **Citizenship Right of Teachers.**

Whereas the teachers are Poll Tax payers, and

Whereas they have been ineligible for a vote in Municipal elections,

**Therefore be it Resolved:** That the Provincial Executive bear pressure upon the Municipal Department to have the present Act changed so as to include all the Poll Tax payers on the Voters' list.

##### **Class Load.**

**Be it Resolved:** That this A.G.M. go on record as being in favor of reducing the pupil-teacher ratio and limiting the number of teaching periods per day per teacher and that statutory provision should be made that the maximum number of pupils in a classroom shall not be permitted to exceed thirty.

##### **Community Service.**

Whereas the Department of Educa-

tion is proposing to grant credits for approved activities in community service.

**Be it Resolved:** That this A.G.M. recommend that no such extra credits (i.e. activities) be specially earmarked but be incorporated in whatever ratings are given for accredited subjects.

#### **Credits—Teacher Training.**

Whereas the Department has required 8 years of attendance at summer school to obtain an advanced certificate in Industrial Arts and Household Economics, and

Whereas the University of Alberta gives no recognition of this work and time spent,

**Therefore be it Resolved:** That the Department of Education be asked to formulate some plan whereby Industrial Arts and Household Economics teachers obtain some degree of recognition for summer school work.

#### **Curriculum.**

**Be it Resolved:** That representations be made to the Department that no new courses, nor changes in any of the existing courses of study, should be instituted, unless and until a complete outline can be provided before school opens for the fall term.

**Be it Resolved:** That urgent representation be made in proper quarters that where new courses are to be introduced into the schools, these courses be made known and details made available at least two months before opening of the school term and that adequate supplies of text books be made available.

#### **Agriculture.**

Whereas agriculture is a highly important industry in this Province and Whereas its study contains rich educational possibilities, and

Whereas correlated field activities could easily be encouraged among farm boys at least, and

Whereas the high schools are frequently charged with encouraging young people to disparage and avoid farm life,

**Therefore be it Resolved:** That an option in scientific agriculture and allied courses suitable for girls as well as boys be added to the curriculum.

#### **Community Economics.**

Whereas the present course in Community Economics is very indefinite, and

Whereas to get information on bookkeeping systems from local merchants and business men is often re-

garded as prying into private affairs, and

Whereas such a method of getting information infringes greatly on the time of business men who will co-operate,

**Therefore be it Resolved:** That the A.G.M. recommend a change in the course of study for Community Economics providing for more definite projects, as well as books to cover the information required.

#### **English.**

Whereas the High School teachers are finding the time allotted to English insufficient to cover the outlined course adequately,

**Therefore be it Resolved:** That in the opinion of the A.T.A. at least eight periods a week should be allotted to these subjects.

Whereas the high school teachers find their pupils with insufficient grounding in English,

**Therefore be it Resolved:** That a more definite and extensive course in English be introduced in the lower grades.

**Be it Resolved:** That in the interests of more organized instruction in English at the Intermediate School level that this A.G.M. recommend to the Department of Education the inclusion of the **Open-Door Series** for the **Junior English Activities Series** as an alternative text in English.

#### **French.**

Whereas the enthusiasm produced by the oral approach in Grade IX French tends, quite unnecessarily, to be dulled by the overdoses of grammar in later years.

**Therefore be it Resolved:** 1. That competent teachers be free to choose texts adapted to their own methods of teaching.

2. That a number of good texts, several to stress conversation and reading as well as interest-kindling activities, be recommended and briefly described for those who are not very familiar with the better modern texts.

**High School.**  
Whereas the new grade ten course is an attempt to modernize the high school curriculum but needs supplementation,

**Therefore be it Resolved:** 1. That the spirit of the course be emphatically endorsed.

2. That the Department of Education be asked to continue and extend such features as:

- (a) Flexible, suggestive outlines
- (b) supplementary pamphlets such as that in Social Studies

(c) testing material such as that in reading.

3. Definite time-table provision for integrating activities and organized guidance be made obligatory.

4. Simple forms for cumulative guidance data be supplied for every child from grade one to grade twelve, clear instructions for their use be supplied and their proper completion expected.

5. Special supplementary forms be made available for use in the higher grades.

6. A complete service of tests covering all topics and courses considered essential, or important as a basis for more advanced study, be made available to assist in guidance.

7. That the results of General Tests and subject tests in Grade IX be made available to the schools with whatever advice concerning their use the Department deems necessary.

#### **Department Bonus.**

**Be it Resolved:** That the Department of Education be requested to clarify and publicize the present basis for the three classes of bonuses.

#### **Grants.**

Whereas the problems presented by trying to offer in small high schools a programme to suit the needs of prospective university entrants and also the needs of the majority who do not need or desire academic education are insoluble without radical changes in the educational setup of the province.

**Therefore be it Resolved:** That appropriation for educational costs be doubled in accordance with Resolution 44 of the Survey Report of the Canada and Newfoundland Education Association, March 1943 and for the purpose set forth in the report, as a beginning to enable the Department of Education to bring in for 1945 such reforms as are necessary to make possible an effective four-year high school programme within the next year or so, these reforms to include:

- (a) Much higher salaries for well-trained teachers, starting with a \$1,000.00 minimum.
- (b) Much better selection of and better training for all teachers.
- (c) Establishment gradually of Community Schools to meet the needs of all students in their locality.
- (d) Subsidizing meanwhile the academic student, or any other student showing special aptitudes

in other fields, who proves deserving, by sending them to larger schools where suitable courses are offered.

Whereas the functioning of a democratic state requires a populace of persons educated above the new level of technical literacy, and

Whereas there is now a general awareness in Alberta and Canada of this need and of the obligations of the Provincial and Dominion Governments thereto, and

Whereas present methods of raising revenue for schools impels school districts towards obtaining the cheapest possible educational services, and

Whereas the present system of paying school grants subsidizes minimum standards of education as much as more adequate standards, and

Whereas, it is generally accepted that it is imperative that the exodus of capable and experienced personnel from the teaching profession be discouraged and that prospective teachers of suitable capacity be encouraged to enter the teaching profession as a career,

**Therefore be it Resolved:** That the Provincial Executive of the A.T.A. petition the Alberta Government to adopt a system of "Grants-in-aid" embodying principles that will encourage more than minimum standards of education such as:

1. Grants of 80% of all annual increments to teachers' salaries over the schedule minimum, subject to necessary limits.
2. Grants of 80% of all increments to salaries for qualifications superior to minimum required qualifications.
3. Grants in aid of library and other educational facilities.
4. Grants in aid of minimum educational services based on local ability to pay.

Whereas at the present time the greater part of the expenses for the maintenance of the schools of Alberta comes from the taxes paid by property holders, and

Whereas many school districts find great difficulty in general financing and the paying of adequate teachers' salaries,

**Therefore be it Resolved:** That the Provincial Government be asked to increase the government grants and also work toward the establishment of an adequate general Federal grant to ensure better educational results.

#### **Certificates.**

Whereas the salaries of teachers in the Province of Alberta are not high considering the present cost of living,

**Therefore be it Resolved:** That the University be requested to reduce the \$3.00 charge for transcripts, and

**Be it Further Resolved:** That the Department of Education be requested to reduce the fee of \$2.00 charged for changing the teaching certificates of those teachers who marry while in the profession.

#### **Libraries.**

**Be it Resolved:** That the lamentable lack of libraries in the schools of the province, together with the public's responsibility in this connection be forcefully brought to the attention of the Department of Education.

Whereas most school libraries are deficient in the minimum library requirements as set forth by the Department of Education, and

Whereas most school children are unable to purchase books,

**Therefore be it Resolved:** That the Department of Education or the School Board be required to furnish the necessary library books to fill the minimum requirements.

#### **Reading tests.**

Whereas the rural schools are experiencing difficulty in obtaining suitable reading material for testing the reading growth (abilities) of pupils in the Elementary, Intermediate and High School grades, and

Whereas the individual teacher experiences difficulty in obtaining a uniform standard in reading comprehension, and

Whereas such tests require specialist's preparation,

**Therefore be it Resolved:** That the A.T.A. requests the Department of Education to furnish such graduated reading tests to the schools and at the same time provide remedial exercises for improving the reading ability.

#### **School Term.**

**Be it Resolved:** That in the opinion of this A.G.M. of the A.T.A. it is desirable in the interests of education that there be a full week's school holiday at Easter.

**Be it Resolved:** That if the school term does not end until July 31st the Department of Education be urged to make provision for a week's vacation at Easter.

#### **School Book Branch.**

**Be it Resolved:** That the A.T.A. urge that all books listed as references in the outlines of the courses should be stocked by the School Book Branch.

#### **School Broadcasts.**

Whereas the correspondence students in Southern Alberta and Grande Prairie cannot get the radio assignments in French which are broadcast over station CKUA, and

Whereas this penalizes many students in the smaller high schools.

**Therefore be it Resolved:** That the Correspondence Branch of the Department of Education be requested either to delete from the regulations the clause covering the radio assignments to be sent in by students taking correspondence instruction in French or have the lessons broadcast over station C J O C in Lethbridge and C F G P in Grande Prairie.

#### **Sub-examiners.**

Whereas in the past the Department of Education has paid sub-examiners on a straight salary basis, and

Whereas the whole of this is taxable,

**Resolved:** That the Department of Education be asked to pay an allowance of \$12.00 per day to sub-examiners with railway fare.

#### **Sex Discrimination.**

**Be it Resolved:** That the A.T.A. recommend to the Department of Education, the Divisional School Boards and Superintendents, that women teachers receive consideration when appointments to executive and supervisory positions are being made.

#### **The Teaching Profession Act.**

Whereas the Provincial Executive has not seen fit to implement this resolution passed at the Annual General Meeting of 1943,

**Therefore be it Resolved:** That this Local request that the matter of the position of the supervisors, employed by School Boards, once again be clarified as regards to membership in the Alberta Teachers' Association and rights pertaining thereto,

**Be it Further Resolved:** That the A. G. M. instruct the Provincial Executive to take immediate necessary steps so that supervisors not appointed by the Department of Education

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will be entitled to full membership in the A. T. A.

#### **Vote of Thanks to Minister of Education.**

**Resolved:** That this A.G.M. extend a vote of thanks to the Minister of the Department of Education for authorizing the holding of the convention.

#### **REHABILITATION**

**Be it Resolved:** That this A.G.M. instruct the A.T.A. Executive to persevere in striving that every teacher returning from Armed Services to educational work get retraining or higher training at University level to the very limit of his entitlement under The Post-Discharge Re-establishment Order.

**Be it Resolved:** That the central Executive of the A.T.A. immediately appoint a Teachers' Post-War Rehabilitation Committee.

Whereas our school rooms are so greatly congested in many districts particularly in the larger towns and cities, and

Whereas the teachers are unable to do their best work under these conditions, and

Whereas the teacher shortage at the present time makes this condition impossible of improvement,

**Therefore be it Resolved:** That provision should be made for the probable over-supply of teachers after the war to be absorbed to relieve this situation.

#### **RESEARCH**

**Be it Resolved:** That the A.T.A. be encouraged to continue and expand its sponsoring of worthy researches in education and closely allied fields.

**Be it Resolved:** That the A.T.A. survey tests be extended to test the basic skills at the end of Grade VI.

#### **SALARIES**

##### **Department Bonus.**

**Resolved:** That this committee recommends that individual negotiating committees negotiate with their own Boards with regard to bonuses for heavy schools.

##### **Negotiations.**

Whereas it is highly desirable that collective bargaining be left to Locals because of the intimate knowledge of Local conditions.

**Therefore be it Resolved:** That collective bargaining be retained by the Locals as at present.

**Be it Resolved:** That the A.T.A. Executive formulate a policy for the

Junc, 1944

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guidance of Negotiating Committees re the position on schedules of teachers with lapsed certificates.

##### **Past Experience.**

**Be it Resolved:** That the A.T.A. adopt as a permanent policy the principle that all experienced teachers in seeking new positions are in honour bound to seek credit for their past experience.

##### **Schedule.**

**Resolved:** That we recommend to the Central Executive that a committee be set up to investigate the advantages and disadvantages of a single salary schedule; this committee to report through *The A.T.A. Magazine*.

**Resolved:** That this committee recommends to the A.G.M. the inclusion in all schedules of recognition for additional qualifications.

Whereas the listing of School Divisions in the order of merit for salaries has created a healthy competitive condition, and

Whereas towns and villages are seriously lagging in raising salaries to a par with the Divisions,

**Therefore be it Resolved:** That the A.T.A. in June, mail to each teacher, or at least to each school and to the students of the Faculty of Education, comparison summaries and lists placing divisions, villages and towns in their order of merit concerning salaries and schedules. This classification should include these groupings.

- (1) Elementary teachers
- (2) Intermediate teachers
- (3) High School assistants
- (4) Principals
- (5) Assessment per room
- (6) Per cent of income allotted to salaries.

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Whereas it is realized that some staffs are lax about keeping their salary schedule records up to date in the A.T.A. office, and

Whereas it is an essential duty of all negotiating bodies to report immediately to the Central Office any salary schedule change,

**Therefore be it Resolved:** That this A.G.M. instruct all delegates to impress upon their negotiating bodies the necessity of meeting this obligation.

#### **Statutory Minimum.**

That whereas the decisions of zoning committees are not binding upon either School Boards or the Salary Negotiating Committees,

**Be it Resolved:** That the Provincial Executive work for a change in **The School Act** raising the basic statutory minimum to \$1,000.

### **TEACHER TRAINING**

#### **Credits.**

**Be it Resolved:** That the University of Alberta set up a Board of Admission to consider the granting of credits toward a teachers' degree to those who have taken Department of Education summer school courses that would include Normal School training taken in the past.

Whereas in future the Faculty of Education of the University of Alberta will assume full responsibility for Summer Session Courses in education at the elementary and intermediate as well as the high school level, and

Whereas teachers who meet the requirements of the above Faculty in such courses are to obtain credits leading to a Bachelor of Education degree,

**Therefore be it Resolved:** That in the opinion of this Association that credits on equivalent courses held by teachers from the Department of Education be transferred to the Faculty

of Education so that said teachers may in this way receive the same privileges as are now to be accorded students of the 1944 Summer Session.

Whereas many new teachers are coming into the profession with only a short term of Normal School training, and

Whereas many teachers don't know how to apply for schools and thereby commit a breach of ethics,

**Therefore be it Resolved:** That the A.G.M. instruct the Provincial Executive to have:

- (1) **The Health Act.**
- (2) **The School Act.**
- (3) General School Management, and
- (4) **ESPECIALLY** Professional Ethics more definitely taught in the Normal Schools.

**Resolved:** That this A.G.M. endorse the Secretary's remarks deploring a proposed policy to train members of the armed forces to become teachers by correspondence or directed reading courses and that all teachers teaching in any province should be required to meet the conditions for training and certification of their respective province.

**Resolved:** That this A.G.M. is in favour of the proposal that the Faculty of Education of the University of Alberta take over the pre-service and in-service education of teachers.

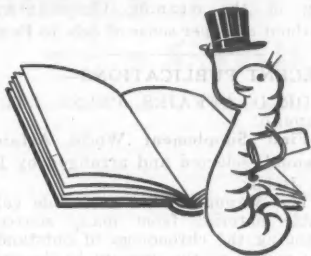
Teacher: (describing an earthquake he had experienced): "The house shook. Cups and saucers flew all over the place."

Jones: "Great Scott! That reminds me, I forgot to mail my wife's letter."

\* \* \*

Clerk in a bookstore to skittish lady: "It's not dirty, it's earthy, which is a very different thing."

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## Turns with a **BOOKWORM**

### BOOKS I HAVE LIKED

D. C. DANDELL, B.Sc., B.Ed., Red Deer: *Education for Democracy in Our Time* by J. H. Newlan; *Man's Worldly Goods* by Leo Huberman; *Last Train From Berlin* by Howard K. Smith; and *Make This Your Canada* by David Lewis and F. R. Scott.

\* \* \*

Miss OLIVE FISHER, Ph.B., M.A., Calgary: My attention was directed specifically to the Negro problem by a story that appeared in the *New Republic* last summer. Since that time I have read several books dealing with this question. Since the recognition of Negroes as first class citizens is a problem facing democracy on the North American continent, many students in Social Studies classes will be interested in securing as much information as possible about the situation. Here are the names of three books written by Negroes presenting their side of the question: *New World A-Comin'* by Roi Ottley (Houghton Mifflin). This is a "Life in America" prize book and describes life in Harlem. *Brown Americans* by Edwin Embree (Viking Press). Mr. Embree has revised a book on the same topic which was published about ten years ago, thus bringing his information "up to the minute". *13 Against the Odds* by Edwin Embree (Viking Press). This is a collection of character sketches of thirteen leading Negro personalities such as Paul Robeson, Marian Anderson, George Washington Carver, and Langston

Hughes, besides others who are idolized by their people.

\* \* \*

J. L. PICARD, B.A., Edmonton: Surrounded by innumerable theories, formulae, laws and explanatory diagrams, science usually is a very dry, unappetizing topic, but it can also be treated in a most interesting and most vivid manner. Fortunately, many authors today understand that the countless mysteries of science have a very deep appeal for the average layman if they are explained in a manner that can easily be understood by this particular class of reader. Many of these books have recently been published and I would like to single out two, which I found to be quite outstanding: *The Chemical Front* by William Haynes and *Unsolved Problems of Science* by A. W. Haslett. The former is really a "must" for any one interested in knowing the important part that Chemistry is playing in modern warfare and the part it will play in the creation of new industries after the war. The latter is without a doubt one of the most stimulating books which I have ever read. It emphasizes the unknown, yet provides a very clear and reliable picture of what is already known.

And for your literary dessert, I would like to recommend *The Robe* by Lloyd C. Douglas. This book, of vivid interest in all christianity, is not a treatise on religion but a magnificent bit of historical fiction suitable for both young and old.

## NEW ARRIVALS—

**Mr. Tompkins Explores the Atom** by Dr. G. Gamow is a notable contribution to modern nuclear physics. The author cannot resist mixing in with his physics a certain fantastic humor and the result is a creation such as Mr. Tompkins, from whom the reader painlessly obtains, at least, a bowing acquaintance with the theories of modern physics.



**English Literary Criticism** by J. W. H. Atkins is a continuation of the plan begun in the same author's **Literary Criticism in Antiquity**. This book describes and illustrates the first phases of the growth of a tradition of criticism. It shows recurring efforts to arrive at the nature and art of Poetry; it provides a key to contemporary literature, and is of great help in understanding what really happened at the 16th century Renaissance.



The story of Justice Oliver Wendell Holmes is, in a broad sense, the story of his country. His roots reached deep into American earth and it was the strength of these roots that permitted so splendid a flowering. To know Justice Holmes at eighty, one must have an acquaintance with his Calvinist grandfather and his handsome, wordly great-grandfather. In these three divergent lives, the gulf between generations is poignantly revealed in Catherine Bowen's **Yankee From Olympus**—a common strength united them and together they bear witness to the richness and continuity of American life.



**The Apostle**, by Sholem Asch, is a novel based on the life of St. Paul. The story of Paul is the story of spreading Christianity. We learn how many of our Christian practices originated and we meet Paul's helpers and friends. No one will finish **The Apostle** without a greater understand-

ing of the meaning Christianity, without a deeper sense of debt to Paul.

## RECENT PUBLICATIONS—

**WORLD AFFAIRS PRESS LTD.**, Toronto:

**First Supplement World Affairs Manual**, selected and arranged by E. A. Hobbs.

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**THE RYERSON PRESS**, Toronto:  
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**Canada and the Building of Peace**. By Grant Dexter. 176 pages. \$1.00.



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The A.T.A. Magazine

# BOOKS AND LIBRARIES - - - - - - CARRY ON IN CHINA

Six years of war have inflicted tremendous losses on the libraries and cultural institutions of China, according to a report just received by the American Library Association from T. L. Yuan, director of the National Library of Peiping. Dr. Yuan is also chairman of the Executive Board of the Library Association of China.

Dr. Yuan declares that cultural centers were usually in vital strategic positions and therefore regarded as military objectives by the Japanese. Universities in particular suffered badly. If they had time to move before the advancing Japanese, they often had to leave libraries and equipment behind. In too many cases, they did not have time to move, and the invaders destroyed, by means of bombs and fire, everything which they did not wish to save for their own use. Many rare treasures were looted, and buildings have been used as barracks for Japanese troops.

The best university library in China, at Tsinghua University in Peiping, suffered immense losses in books and equipment, including a unique collection of documents on modern Chinese history. When the enemy moved into Peiping, not one volume of the 200,000 books in the library collection was saved. The National Library in Peiping succeeded in removing to safety its rare books, manuscripts and files of occidental scientific journals, but the main collection of 300,000 volumes fell into Japanese hands.

Shanghai was one of the main cultural centers of China, with twelve universities, ten colleges and six technical schools. These were singled out for destruction by the Japanese, whose repeated attacks also inflicted heavy losses on fifteen libraries. Universities in Nanking, Soochow and

Hangchow, Anking, Nanchang and Changsha have suffered destruction, although a famous collection of bronzes in Anking was saved. Hongkong had been a haven for many refugee institutions. When it fell in December 1941, losses were tremendous. Most of the Christian colleges, here and elsewhere, though not Chinese property, suffered the same fate as Chinese institutions.

Often colleges and libraries remained in operation until evacuation of a city by civilians was almost completed. Then means of transportation were closed or commandeered by the army, and only a small part of the equipment could be moved. Moving under war conditions takes great ingenuity. Dr. Ding U. Doo, librarian of Sun Yat Sen University, now in Kwangtung, has moved 70,000 books many times since the university left Canton, always keeping just in advance of the battle front. With hundreds of cases of books as luggage, dependent for transportation on unreliable supplies of packhorses, it is possible to take only essentials. Dr. Doo devised a combination packing crate, bookcase, bedstead and sofa which can be converted at a moment's notice into any of these objects the circumstances require. Even in the stress of war, Dr. Doo reports that he pastes a strip of red or green paper on the bookcases for decoration.

In spite of destruction of libraries in China, interest in the popular library movement is on the increase. Free China in 1943 had 890 popular libraries in nineteen provinces. These in addition to fifteen new colleges and professional schools for which the Chinese Ministry of Education has provided libraries, and new national central research libraries in Chungking, Lanchow and Paisha. Before

1941, cultural institutions and libraries in the United States answered an appeal from the American Library Association with over 24,500 books and periodicals which were sent to Chinese libraries through the Smithsonian Institution. Since the closing of the Burma Road in 1941, however, no western books or journals have been received in China.

This is a situation which will handicap Chinese industrial and scientific research after the war, unless plans are made now to alleviate the need, Dr. Yuan reports. Modernizing Chinese libraries will contribute a great deal to the modernization of China. The Library Association of China is now planning a coordinated program for rehabilitation of libraries after the war. In addition to providing for the rebuilding of collections of western research literature, it includes a continuing program of exchanges between Chinese and American libraries,

and a centralized organization for library planning and organization, to be set up with the help of the Chinese government. According to plans, public libraries modelled on those in the United States will be established in large cities as illustrations of how libraries should be organized and what services should be expected of them. School libraries will be increasingly important, Dr. Yuan thinks, as secondary schools are opened for the general public. Special research libraries will be essential to the growth of new Chinese industries, research institutes, government bureaus, and financial organizations. According to Dr. Yuan, financial help will be needed for buildings, books and personnel. He adds that China has been cut off from the intellectual world of the west, and will need its cooperation in cultural reconstruction.

(American Library Association)

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## The MATH-SCI Corner

DR. A. J. COOK,  
University of Alberta

J. T. CUYLER, B.A.,  
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

### MATHEMATICAL THINKING

By Mrs. A. L. Morrison, Misses E. M. Kennedy and G. Redd, Messrs. G. F. Dalsin, L. Russell, A. Shaw and V. R. Nyberg.

(Continued from last issue)

#### (4) In the Home.

The assumption, "the woman's place is in the home" raises another question. How does a woman's thinking help her fill that place to the well-being of all its members?

It is said that certain housekeepers are possessed of "clean" devils. What are the assumptions which put housecleaning into such prominence?

The planning of house design is a well known illustration of social planning. The house has to be built according to specifications, which are largely determined by the pre-conceived notions of architect and occupant.

Food and clothing purchases afford many illustrations of household thinking. Presumably, if the woman in the home buys a certain brand of coffee, the reasons for the purchase will not include "I like . . . coffee, because I like (or the children like) a certain radio programme, which sponsors the coffee brand."

Then there are furnishings and accounts; storage and heating; maga-

zines and books; vacation activities; mental and physical health, etc.

It is well that women are endowed with equal mental capacities with the men! They have a lot to think about!

#### (5) In Social Studies.\*

Can mathematical thinking be integrated with Social Studies? As in mathematics the student should not quarrel with definitions or assumptions, but should accept them at least tentatively. For example, on page 224 of *Our Country and Its People* by McDougall and Patterson, self-government is defined. Perhaps the student's conception of self-government is quite different. But if he is to read this particular book intelligently he must accept the authors' definition, remembering always that some other author, or the same authors in another book, or the same book in another chapter, may give a different definition. On page 223 the assumption, "War is ever a breeder of hatred and suspicion" is made. The reader may disagree, or may prefer the converse proposition, but unless he agrees while studying this particular book, or this particular section, he may be unable to make any further progress. At the bottom of page 223 a theorem is stated. The discussion immediately above it, the mathematically trained

\*Editor's Note: Knowledge for What (The place of Social Science in American Culture) R. S. Lynd (Princeton University Press, 1940) contains a list of 20 outstanding assumptions in American life, together with their opposites. (pp. 60-63). For instance, the family is our basic institution and the sacred care of our national life. BUT business is our most important institution, and since national welfare depends upon it, other institutions must conform to its needs. See also Chapter VI, in which 12 major social problems are stated, together with 12 accompanying "outrageous hypotheses" as Lynd calls them.

student will notice, is not proof in the mathematical sense, but rather of the nature of evidence or illustration.

Every Social Studies book contains undefined terms, definitions, assumptions, and theorems. It is in mathematics that these are presented in their simplest and purest form. Teachers would perform a service if they could assist the students to examine the complex subject in the light of what has been learned in the simple.

#### (6) In Personal Life.

Wise selection is one of the bases of character. We choose what we read, the radio programmes we listen to, the words we utter, etc. Each decision to act is based on one or more tacit or explicit assumptions. Thus we choose to go to a movie (1) because the picture is rated excellent by a competent reviewer and/or (2) because a certain actress is in the picture and/or (3) because it is Friday evening and Jean is going to see the picture.

The careful use of words is an important factor in wise selection. Thus it may have been wrong for us to refuse an office in a club on the grounds of being "shy". Unless we are careful the words we use will often protect the ego! Is shyness more often than not a fear of accepting responsibility?

"In one morning" says Professor Hancock of the word imperialism, "I counted up ten different meanings given it by ten different writers. To some of them it meant federation between Great Britain and the Dominions, to others it meant military expansion, to others it meant dominion over palm and pine, to others it meant 'monopoly stage of capitalism', to others it meant the government of primitive peoples. Its connotation was at one time political, at another time military, at another time economic, at another time racial" \*

\*Quoted by Miss Margaret Wrong in the periodical *Christianity and Crisis*, February 21st, 1944, p. 3.

One step in effective living is to know more clearly what we are talking about.

Words and propositions are as fundamental in every day attitudes as in the study of mathematics.

### MATHEMATICAL BRAIN TEASERS—GRADES 8-10

(Compiled by R121907 Sgt. O. E. Sorenson, No. 3 "M" Depot, Edmonton, formerly teacher at Marconi School, N.E. of Holden and at Poplar Hill School, N.E. of Viking.)

This contribution was obtained through the good offices of our former editor, P.O. S. C. Clarke.

Towards the end of the school year mathematical brain teasers form a good review of a number of mathematical principles. Usually these problems catch the imagination of the student and provide an incentive for logical thinking, some trial and error exploration, and the use of definite mathematical formulae. A number of these problems suitable for grades 8, 9 and 10 are presented here:

**Problem I.**—A circle of radius 2 inches is drawn. Any radius is drawn and another is drawn at right angles to the first. Mark the midpoint of one of the radii A and from this point draw a line parallel to the other radius, to cut the circumference at point C. From point C a perpendicular is dropped to the first radius, to cut it at B.

**Question:** What is the length of AB?

**Answer:** 2 inches. Diagonals of a rectangle are equal, and OC is a radius.

**Problem II.**—Two tumblers A and B of the same size contain exactly equal amounts of liquid. Tumbler A contains milk and tumbler B contains water. A spoonful of milk from tumbler A is placed in tumbler B, then an equal spoonful of the resulting mixture in tumbler B is returned to tumbler A.

**Question:** Which is more adulterated, tumbler A with water adulteration, or tumbler B with milk adulteration?

**Answer:** There is equal adulteration. An example using figures is given, but for advanced classes the teacher may substitute unknowns.

Let each tumbler contain 200 c.c. Take 50 c.c. of the milk and put in tumbler B. Adulteration is now  $50/250 \times 100$  percent, which is 20%. Now return 50 c.c. of this mixture to tumbler A. Of this 50 c.c., 10 c.c. is milk and 40 c.c. water. Thus there is  $40/200 \times 100$  percent of water in tumbler A. This is also 20% adulteration.

**Problem III.**—In a rectangular room 12 ft. x 12 ft. x 30 ft. a spider is located on one end wall one foot from the floor and 6 ft. from each side wall, and a fly is located on the opposite wall one foot from the ceiling and 6 ft. from each side wall. If the fly remains in that location, what is the shortest route the spider can take to reach the fly if it must travel all the way on the surface?

**Answer:** 40 feet. See this from a paper model of the room, made by folding one sheet. When flattened out, the route appears as a straight line on the sheet.

**Problem IV.**—A is a small square island in a square swimming pool. A person on the edge of the pool has two 8 ft. planks. How can he reach A, if A is at the centre of the pool, 12 feet from a corner?

**Answer:** Place one plank across a corner, the second from this to the island in a T shape.

**Problem VI.**—You are in an apple orchard. In leaving the orchard you pass through 4 gates. At each gate you give up one-half of the apples you have in your basket plus  $\frac{1}{2}$  an apple. After passing through the last (4th) gate you have one apple left. How many apples had you at the beginning? You figure it out.

**Problem VI.**—Chinese gambling Game.—Matches are arranged in three groups: 3 matches in group I, 4 in group II, and 8 in group III. Two persons play and move alternately. Each

player takes one or more matches from any one group in each move. The object of the game is to leave the opponent to take the last match.

**Solution:** Make your choices to leave your opponent with any of the following groups: 3, 4, 7; 2, 4, 6; 1, 4, 5; 1, 1, 1; 1, 2, 3; 4, 4; 3, 3; 2, 2; 1, 1. Note—When both players know the system the player who makes the first move i.e. takes one match from group III, always wins.

**Problem VII.**—A farmer left 17 cows to be divided among his three sons. Since 17 cows could not be divided evenly in three parts, confusion and quarrelling resulted. A friendly neighbor loaned the boys one cow, thus making a total of 18. The cows were to be divided in the following manner:  $1/2$  to the first son,  $1/3$  to the second, and  $1/9$  to the third.

The first son got  $1/2$  of 18 = 9 cows

The second got  $1/3$  of 18 = 6 cows

The third got  $1/9$  of 18 = 2 cows

Total = 17

The neighbor then got back the cow he had lent them, the cow having served its purpose.

**Explanation:**  $\frac{1}{2}$  plus  $\frac{1}{3}$  plus  $1/9$  equals  $17/18$ .

**Problem VIII.**—An unemployed man has a golden chain containing 51 links. While he is looking for work his landlady has promised to provide him with food and shelter at the rate of one link per day until he finds work. That is, each day the landlady will have one link more than she had the previous day.

**Question:** If the man did not find a job, what is the fewest number of breaks he would have to make in the chain to make his payments until the whole chain had been used? (Hint: On the first day he would break the third link and pay that link. On the second day he would take back the first link he had paid and give her the two detached ones. The third day he would give her again the first link, making a total of three for the three days.)

**Solution:** Four breaks. He would

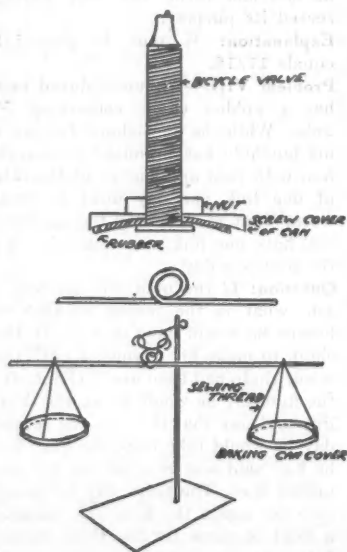
break the 3rd, 9th, 21st, and 45th link.

### INTERMEDIATE SCIENCE

W. Sawchuk, Merton School,  
La Corey, Alta.

It is already well known that the teaching of science, whether in Intermediate or High School cannot be accomplished successfully without experiments. However, to teach it with the aid of experiments is not possible in every school, especially in rural schools, because equipment is not available. Even with the minimum of equipment listed in the science section of the Program of Studies for Intermediate Grades it is not possible to perform all the experiments in these grades.

Let us take for example an experiment which demonstrates that air has weight. It cannot be performed with the minimum of equipment. However, apparatus can be improvised:



Secure a 10 oz. tin with a screw cover (A Fly Tox tin is very suitable for this purpose), a bicycle tire valve, a piece of rubber, and a tire pump.

With a nail make a hole in the cover. Cut a round piece of rubber to fit into the cover and in the middle cut a small hole. Insert the valve in the hole of the rubber and then into the hole of the cover and screw the nut on the valve as in the diagram.

Now procure a piece of wire about 2 feet long and  $\frac{1}{8}$  inch in diameter and bend it to form a loop in the middle. Then measure off equal distances from the loop to the ends and file grooves on both ends. At the ends of the wire, by means of thread, size 10, tie two covers of a baking powder can or two small paper boxes. Be certain that the thread fits into the grooves on the wire to prevent it from sliding along the wire. Take another piece of fine wire and pass it through the loop of the former wire and suspend the whole apparatus on a retort stand, to form a balance scale.

(See accompanying figure). Screw the cover tightly on the can and after placing it in one of the pans, balance the scale.

Take the can off and force some air into it. Put it on the balance scale and it will be definitely heavier than before. Let the air out and the scale will balance, which means that the can now weighs as much as before.

Unscrew the cover and crush the sides of the can together. Now put the cover on the can, put the can on the scale and it will weigh less. Why? A question for the pupils to answer.

### Used Books and Magazines

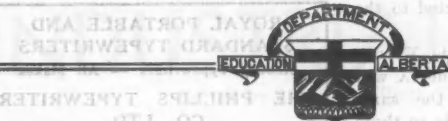
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## Official Bulletin, Department of Education

No. 79

### SUMMER SCHOOL COURSE IN SPANISH

For the past two summer sessions the Department has arranged for an elementary tuition course in Spanish, with Mr. C. Fernandez Baker, Ph.B., as instructor. Mr. Baker had high-school and university training in Santiago, Chile, and is a graduate of Emporia College, Kansas.

This year, although the Department does not offer a summer-school course in Spanish, Mr. Baker himself is prepared to organize and conduct a class for teachers. Those who are interested should communicate with him as early as possible at Alberta College, Edmonton.

### CHANGES IN THE HIGH SCHOOL PROGRAMME FOR THE YEAR 1944-45

The following preliminary announcement may be made regarding changes in the high-school programme for the year 1944-45; fuller information will be available in the bulletin on high-school regulations which will be issued before the end of the school year in July.

1. Revised courses will be introduced in English 2, Social Studies 2 and Mathematics 2, and be available for second-year students.
2. The course in Mathematics 1 introduced last year will again be available for first-year students in 1944-45; but neither Mathematics 1 nor the new Mathematics 2 will be compulsory for diploma standing. They will, of course, be required for matriculation.

3. Schools which desire to teach either Algebra 1 or Geometry 1 to students who hold credits in Geometry 1 or Algebra 1, respectively, will be permitted to do so.

4. The courses in General Mathematics 2 and 3, which were retained last year, will be retained again during the year 1944-45.

5. The course in Science 1 introduced in the fall of 1943 will be discontinued, and standing in this course secured during the year 1943-44 will be regarded for all purposes as standing in Physics 1.

6. Schools which desire to teach Physics 1 to students who already hold credits in Chemistry 1 will be permitted to do so during the year 1944-45. It will be permissible to offer Chemistry 1 to the students who hold credits with "A" or "B" standing in Science 1, or as a first unit in Science for Grade X students.

The regulations which formerly (in the school year 1942-43) applied to Chemistry 1 and Physics 1 are to apply in the school year 1944-45, except that students entering Grade X with "C" standing from Grade IX will be permitted to take one of these courses in their first year in high school.

7. Biology 1 will again be a General Elective subject of the first year.

8. The former course in General Science 1 will be reinstated for the year 1944-45, and the present course in General Science 2 will be retained.

Special attention is directed to the four regulations following:

- i. Students entering Grade X with "C" standing from Grade IX will be permitted to take the same courses as are available to those entering with an "A" or "B" standing, except that they may not take during the first year the first unit of a foreign language.
- ii. While the Science 1 course of last year has been dropped, the Department will require that all students who qualify for the High School Diploma at mid-summer 1946, or in any year thereafter, hold credits for at least one course in high-school Science.
- iii. All high school students who began in Grade X last year, and those beginning in Grade X this year, may complete the programme for high-school graduation in three years.
- iv. Hereafter, pupils in high-school rooms in which not more than two high-school grades are taught may be granted as many as thirty-five credits for one year's work.

#### ROYAL EMPIRE SOCIETY ESSAY COMPETITION

The Royal Empire Society (formerly the Royal Colonial Institute) announces Essay Competitions for 1944 in three classes. For Class A, candidates must be between 16 and 19 years of age on November 30, 1944.

For information about the essay subjects, teachers or pupils should communicate with Col. Walter J. Brown, c/o University of Western Ontario, London, Canada.

#### IMPORTANT NOTICE RE EXAMINATIONS

Last year the Department discovered certain irregularities in the supervision of Grade IX Examinations, and found it necessary to take appropriate action. Teachers are warned that they must adhere strictly

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to regulations regarding conduct of Departmental Examinations.

#### RE CHEMISTRY 2

Instructors in Chemistry 2 will no longer be required to submit to the Department a special report on the Laboratory work of their students.

"Twas in a restaurant they met  
One Romeo, one Juliet,  
"Twas there he first went into debt,  
For Romeo-d what Juli-et.

\* \* \*

And then there was the mother flea  
who was crying because her son was  
going to the dogs.

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# INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

## "QUO VADIS . . .?"

At this time of the year we witness the annual exodus of Alberta shop teachers to distant places in another country where they can improve their professional standing in their chosen field of educational endeavour. To Washington, to Oregon, to Colorado, to Iowa, to Minnesota, to Illinois, and to Ohio they go; in short to highly regarded and thoroughly accredited institutions where Industrial Arts Education holds a high place in the offering of these American schools.

Surely it is a deplorable fact that our men find it necessary to travel such distances, beyond the borders of our own country, at great personal expense, to find what they want and need in order to win credits which ultimately will lead to that all-important B.A. or B.Ed. or B.Sc. This exodus has been going on for a period of possibly fifteen or twenty years. Surely the time must be near at hand when our own leading educational institutions in Canada will recognize the necessity for setting up their own departments of Industrial Arts Education to meet a growing need. And why not in Alberta?

No one can deny that the deeply-rooted academic tradition of our whole educational system is breaking down under the pressure of everyday reality. Institutions such as the State, the Church, the Home, the School have for a long time dominated the scene in our human society. To-day the trend is strong to see the "world of work" as the dominating factor in the world of to-morrow. This is an industrial society in which we live now and in which we shall live in the future. How our young people are assisted in adjusting themselves on leaving school to a society dominated by industry is

a foremost duty of our educational system, a system which is going to take some drastic overhauling if it is to perform its duty to those whom it is intended to serve.

Traditionalism must not be permitted to stand in the way of progress and much needed reform. Traditionally speaking, the School has been the institution provided "to separate the sheep from the goats". As a result of this procedure, statistics now show that only 12% of high school students find their way into professional or semi-professional occupations, following a period spent, as William H. Stone says, "in the green pastures of scholastic culture, publicly provided." The other 88% of these high school graduates have found themselves "turned out into the stony by-ways of work, to receive whatever education might be available through experience, at individual expense." And

## SUMMER SCHOOL IN SHOP SUBJECTS

The announcement has been made that summer school for shop teachers will be held again in Calgary at Western Canada High School. The Supervisor of Schools requests that applications for enrolment be sent in to his office as early as possible. The course will begin on Monday, July 17th, and end on Friday, August 18th. Teachers who have taken courses at Western Canada High will recall the excellent accommodation and facilities offered by this school. It is hoped that as many as possible will avail themselves of this opportunity to renew acquaintances this summer.

to-day more than ever before an increasing number of level-headed two-fisted thinkers, many of whom are poor in cultural and scholastic experience but rich in the practical knowledge of what makes the wheels go round in the everyday world of work, are making their voices heard to champion the cause of the rising generation.

It is not surprising to find that as a result of social pressure, advanced thinkers among our educationists are now advocating a program of Industrial Arts Education as a necessary part of the integrated core of progressive education. Properly organized, in the hands of well-trained and skillful teachers, a program of this kind would come very very much nearer to fulfilling the purpose of education for all those young people who must adjust their lives to their ever-increasing highly mechanized surroundings. "Industrial Arts and industrial society are blood relations and should be informed about each other's problems and concerned with each other's progress."

Alberta's Industrial Arts program is in its infancy but it is well-rooted. Remarkable progress has been made during the past eight or ten years in the organization of the work throughout the province. Those connected with the work have reason to be enthusiastic over the results achieved in so short a time, and in many schools with a bare minimum of equipment and accommodation. These instructors are more than eager to carry on this program from its present state of infancy to the full-fledged program of Industrial Arts as found in certain

other parts of the world. They have caught the vision of the real honest-to-goodness value of the experiences provided in Industrial Arts education for young people about to take their places in the world of work.

And so the exodus of our Industrial Arts teacher is in motion again. To these south-bound men we say, "*Quo vadis*, . . . wither goest thou? And what dost thou expect to find to bring back to our field of education in Alberta?" And to our whole program of Industrial Arts we say, "Whither goest thou? And who shall guide thee on thy way?" And to our own leading educational institutions we may also say, "*Quo vadis*? And when wilt thou lead the way in all fields of education?"

#### A 'REAL BOARD'

One long-standing controversy will be disposed of (or will it be only carried a stage further?) by the Education Bill, and that is the agitation that has gone on intermittently for many years in favour of what has been called a 'real' Board of Education.

The present Board of Education consists of Mr. Churchill (as First Lord of the Treasury), Mr. Atlee (as Lord President of the Council), the Chancellor of the Exchequer and all the Secretaries of State with the President of the Board, of course, who, in the event of a meeting of the Board, would preside.

The Board contains an impressive array of personalities, but its most remarkable characteristic is that it never meets, and has never met.

—The Schoolmaster.

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# THE FRENCH TEACHER

Edited by Professor Albert L. Cru

## LE CHANT DANS LA CLASSE DE FRANÇAIS

Une classe de français sans musique est comme une journée sans soleil: il y manque cette expression poétique et harmonieuse qui devrait faire comprendre à l'élève que la langue qu'il apprend est un art.

Notre Ecole de Français Oral de Banff a bien compris la nécessité de l'inspiration poétique et musicale dans la classe de français; aussi, une classe par jour est-elle entièrement consacrée aux chants français. Ces chants ont été choisis dans l'immense production musicale française, dans laquelle se reflètent les goûts, les traditions, les coutumes, les croyances, les espoirs, les craintes, les légendes, et un mot, tout le lyrisme d'un peuple à travers plusieurs siècles.

Afin que ces chants soient un auxiliaire utile aux classes, le professeur se souviendra:

1. que la mélodie doit être assez facile pour être apprise sans effort.
2. Les paroles ne doivent pas présenter un obstacle sérieux à l'élève. Mais surtout la poésie de ces morceaux doit avoir une valeur littéraire et linguistique.

Par conséquent il faut éviter d'enseigner aux élèves ces chants populaires ou enfantins contenant des fautes de langage ou de grammaire.

Si la langue française est nationale, la musique est universelle. Il n'y a donc aucun inconvénient de chanter des paroles françaises sur des airs anglais, allemands, italiens ou autres.

Dans nos classes, le but principal du chant est de servir à acquérir une bonne prononciation, un sens du rythme et de la mesure. Il est reconnu par tous ceux qui ont fait l'expérience d'introduire de la poésie

chantée dans les classes, que tous les élèves arrivent très vite à obtenir les avantages suivants:

1. Le chant permet une énonciation plus claire, supprime les hésitations et la monotonie.
2. Le chant exige une prononciation exacte de la poésie.
3. L'élève apprend la poésie avec beaucoup plus de facilité et d'une façon plus exacte que par les autres moyens. C'est un travail inconscient que ne fatigue pas.
4. Enfin, la musique et le chant sont une agréable diversion à la routine de la classe.

Il faudra procéder de la façon suivante: D'abord lire la poésie à haute voix, l'expliquer dans tous ses détails, et, s'il y a lieu, les circonstances dans lesquelles le chant fut composé.

Ensuite chanter le morceau en apprenant les phrases musicales de la première strophe, l'une après l'autre, puis la deuxième strophe, et ainsi de suite. Il va sans dire qu'on chantera à l'unisson, d'abord au début, sous la direction du maître, qui indiquera la mesure et les nuances. L'accompagnement au piano sera une aide précieuse, et permettra d'apprendre les chants bien plus vite.

Il m'est arrivé de trouver des classes où le chant avait donné des résultats pratiques et intéressants, où toute la classe participait utilement à cet exercice de prononciation et d'harmonie. Je puis citer particulièrement les classes de Monsieur Millar, à Calgary, où tout le monde, plein d'entrain et de confiance, suivait le maître avec plus d'intérêt que pour réciter des verbes irréguliers.

Essayez donc cette formule. Elle est simple, elle est pratiquée par des centaines de nos collègues, et aucun, à ce jour, ne s'est plaint du temps perdu.

# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

## ALLIANCE

A very successful meeting of the Alliance Sub-local was held on April 22nd. Plans were drawn up for a Track meet to be held on June 9th.

## ATA

The April meeting of the Ata Sub-local was held at the Jefferson School on Wednesday, April 26th at 8 p.m. The staffs of the Woolford, Aetna, Del Bonita and Jefferson schools were present. Mr. Floyd Searle and Mr. C. Merkley, convention delegates of the Local were in attendance. A motion favoring the adoption of a salary statement cheque, was passed. It was decided that an inter-school track and field meet would be held this year. In discussing salary schedule, recommendations regarding basic minimum, and payment of bonuses to Public School teachers were given to Miss Duff, representative of the Sub-local on the Salary Negotiating Committee. Mr. Floyd Searle from Mountain View, gave a report of the work done by the A.G.M. committee which dealt with resolutions and business pertaining to the Pension Fund. Miss E. W. Duff of Jefferson gave a report of the work done by the A.G.M. committee dealing with salary schedules. Mr. C. Merkley of Cardston gave a report of the work done by the A.G.M. committee dealing with miscellaneous resolutions. After the adjournment of the business meeting, lunch was served by the Jefferson staff.

The May meeting was held at the Jefferson School on Tuesday, May 16th at 3:30 p.m. with the staffs of the Woolford, Kimball, Aetna, Jefferson and Del Bonita schools present. Correspondence re salary schedules was read and submitted to Miss E. W. Duff, the representative to the Salary negotiating committee. It was decided that the next meeting will take the form of a social evening, to be held at Del Bonita on June 20th. A discussion regarding track and field meet resulted in the decision of the schools to participate in the Cardston Track Meet, rather than hold an inter-school track meet in the Ata Sub-local. On June 9th, from 9 a.m. until 12 noon, a Junior track meet will be held at the Jefferson schools for the students in grades one to six inclusive. Mr. D. Steed was nominated as chairman of the committee in charge of this sports day, and Mr. G. Jensen, Mr. G. Sillito, Mrs. M. Deuce, are to work with him in planning and carrying out this event. Resolutions regarding the challenge cup for softball were made. Following the business meeting the group went to Mr. West's home where a delicious supper was served.

## ATHABASCA

The May meeting of the Athabasca Sub-local of the A.T.A. was held in the school on Saturday, May 3rd. Program for the meeting included last minute plans regarding the track meet, which was scheduled for May 26th. A report of the proposed changes in the salary schedule for the Athabasca School Division was given. It promises to be a very fine schedule, with a considerable increase in the basic minimum, and in the amount allowed for increments. Plans were made for a final get-together of teachers of the Sub-local and their friends, at a social evening to be held in June. We were pleased to have Mr. Hodgson, our Superintendent with us at our meeting to lead in discussions regarding books and promotions. Mrs. E. Bryan, the Athabasca delegate to the Convention, gave a fine report of the major resolutions passed at the Convention.

## BAWLF

A meeting of the Bawlf Sub-local was held in the Kelsey School on March 30th. The minutes of the last meeting were adopted as read. Mr. Scattebo was elected as delegate to the A.G.M. Educational Films were ordered for the next show to be presented by the National Film Board. It was decided to hold our field meet on June 9th, in place of the usual May 24th.

## BEISEKER-ACME

An organization meeting of the A.T.A. took place at Beiseker Consolidated School on Thursday, April 20th, with Inspector MacLeod and seven teachers present. The following were elected: President, Mr. C. W. Parker; Vice-President, Miss Margaret Welsgerher; Secretary-Treasurer, Miss Catherine McCarthy and Press Reporter, Miss Mary Hickey. Plans were discussed for the track meet to be held at Acme on Friday, June 2nd. The business part of the meeting was followed by lunch served in the Home Economics Room.

## CALGARY RURAL

The May meeting of the Calgary Rural Local was held in the Library, Calgary on May 26th with President Russel presiding. The major portion of the meeting was concerned with the reports of the delegates to the A.G.M.; namely, Miss M. Anderson, Mr. W. Matheson, Mr. J. A. Brown, and Mr. Russel on Finance, Administration, Pensions, and Resolutions respectively. A proposal was made that meetings contain more of professional problem discussion, and discussion is to be made a feature of future meetings. A large attendance is anticipated.

## COLINTON

Colinton Sub-local held its November meeting in the Colinton School. The following officers were elected: Mrs. Adamson, third term as President; Mrs. Parker-Nordon, Vice-President; Mrs. Day, Secretary-Treasurer; Mrs. Rollings, Councillor. Mr. Hodgson, the Superintendent, addressed the meeting regarding the organization and use of the Central Library. The teachers then marked the new books for the Library. Lunch was served by Mrs. Day.

The December and January meetings discussed the problem of improving the salary schedule with the aim of attracting and holding teachers in the division.

At the February meeting, Mrs. Emmett of Athabasca gave an interesting and helpful

The A.T.A. Magazine

demonstration on "Choral Speech". Superintendent Hodgson spoke on the teaching of English. Tea was served by the Colinton staff.

The March meeting was held jointly with the Athabasca Sub-local at the Athabasca High School. Mr. Nordon, Principal of Athabasca School gave an interesting talk and helpful demonstration on "Music Appreciation". Dr. Wright of Athabasca then addressed the teachers on "Communicable Diseases". In April, the Colinton group discussed ways and means of facilitating the circulation of the Central Library books. Mrs. Parker-Nordon gave an outline of important business dealt with at the A.G.M. in Calgary. A special meeting was held on April 29th to organize a Colinton track meet to be held on June 2nd. The Track Meet Committee will be: Chairman, Mrs. Adamson, Secretary, Mrs. Day, Awards, Mrs. Rollings and Mrs. Parker-Nordon.

#### CRAIGMYLE-DELIA

The April meeting of the Craigmyle-Delia Sub-local was held on April 29th at the home of Mrs. Tario. Mrs. Chase called the meeting to order. Seven members were present. The minutes of the March meeting were read and adopted. Miss Baxter then gave a report on the Annual General Meeting in Calgary which she had attended. There was some discussion about the Convention and after this the members compared their various methods of making daily plans for work. Mrs. Tario served us lunch after the meeting.

#### EDSON

A meeting of the Edson Local Executive was held at the home of Mrs. Platt in Evansburg. The meeting was opened by R. Stonehocker, the President, after which Mr. G. C. French, Geographic Representative, gave his report on the A.G.M. He expressed a desire for a delegation from the Edson Local to attend a meeting called by him for May 6th to form an Edmonton District Council. This Council to act as a link between Locals, Executives and the District Representatives. The following were selected as delegates, Mr. R. Stonehocker and Mrs. V. M. Platt. The following: Mr. Stonehocker, Mrs. E. C. Hellekson and Mrs. V. M. Platt were chosen to negotiate, with the Edson Divisional Board, on the matter of salary increases. This salary negotiating committee is to meet the board on May 27th in Edson. Mrs. V. M. Platt's name was put on the mailing list for High School revision literature. The Secretary, Mrs. S. C. Hellekson was instructed to collect the A.T.A. library books belonging to the Local and to have them presented to our Superintendent, C. R. Ford, B.Sc., on May 27th.

#### EGREMONT

The April meeting of the Egremont Sub-local was held at the home of Mrs. Bearisto on April 13th. Resolutions for the A.G.M., Dominion Grants, the Freezing Order, and teacher apprentice system were all discussed. Final arrangements for the Sub-local track meet are to be made during the next meeting. A delicious lunch was served after adjournment.

The regular meeting was held on the 16th of May at the home of Miss Anderson. Seven members were present. A report re the A.G.M. was given by the delegate, Miss Mildred Hajek. The business part of the

meeting was taken up with discussion of the A.G.M. resolutions and the proposed Sub-local track meet. It was decided to hold the track meet on Friday, June 9th. A tasty lunch was served at the close of the meeting.

#### FAIRVIEW

A very comprehensive report by Mrs. M. Riedel on the A.G.M. at Calgary was the highlight of the Fairview Sub-local meeting on May 6th at the school. After a good deal of discussion, members adjourned to the home of Mr. and Mrs. C. J. Masur where a tasty lunch was served by Mrs. Masur.

#### FORT SASKATCHEWAN

A meeting of the Fort Saskatchewan Local was held at the home of Mr. and Mrs. S. W. Hooper on Tuesday, May 9th. The main part of the business meeting centred around the organization of a track meet to be held in Fort Saskatchewan. Schools participating in the senior track meet will be Bruderheim, Mundare and Fort Saskatchewan. It was decided to hold a junior track meet for the Public School pupils of Fort Saskatchewan school in the morning of the same day. After the business meeting the hostess, Mrs. Hooper, served a very enjoyable lunch.

#### GLENDON

The April meeting of the Glendon Sub-local was held at the home of Mr. A. J. Shandro. The A.G.M. delegate presented his report. The sports' day was set at June 9th and it was decided that the W. L. was to be approached to see whether they could supply ice cream and lunch at the same time. A very delightful lunch was served by Mrs. Shandro.

#### HANNA

On Saturday, May 6th, the teachers met in the Home Economics room. Mrs. Davis and Mr. Larson gave reports from the Convention. The program which was a display of articles modelled from clay and an explanation of their construction was very interesting. Mrs. Grimes who was in charge of the program also displayed maps and booklets made by her pupils. A tasty lunch was served by Mr. Larson and Mrs. McCullah.

#### HIGH PRAIRIE

The High Prairie Sub-local met in the grade two room on Saturday, April 22nd. Mr. MacEachran, our delegate, gave a very interesting report on the A.G.M. in Calgary. Arrangements were made to hold a track meet on May 24th in High Prairie.

## Used School Books

We buy and sell many of the books that are on the authorized list.

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## HINES CREEK

An Institute meeting of the Hines Creek Sub-local was held in Callaghan School, April 29th with many of the teachers present. Mr. Dean, our inspector, led an interesting discussion on enterprise and correlation, school registers and the forthcoming festival. After this meeting Mrs. Lundblad, our representative at the Convention, gave a report on the resolutions passed at the Convention.

## HOLDEN

The Holden Executive held their meeting on May 4th with eleven members present. It was decided to hold track meets at each centre and if possible have a Central High School meet, with a committee consisting of Mr. Brushett as Convener, assisted by Mr. MacDonald and Mr. Olson. Discussion took place regarding the payment of delegates to A.G.M. and contacting the members of each Sub-local regarding the receipt of a ballot for the last general election for Geographic Representative.

## IRMA

The May meeting of the Irma Sub-local took place on May 6th at the Irma High School. Plans were drawn up for the track and games meet to be held in Irma on June 9th. This meet will be considered at our June meeting.

## LAC STE. ANNE

A general meeting of the Lac Ste. Anne Sub-local was held at Sanguo on May 6th. Before the business meeting was opened, Superintendent McKay spoke for a few minutes on the problems of the Circulating Libraries Service and of the Grade IX Social Studies difficulties. The main items of the business meeting were the presentation of reports by the Local representatives at the A. G. M. Mr. Rabkin reported on the activities of the Resolutions committee, Mr. Woodhouse on Salaries, and Mr. Crawford on Financing. In the absence of the fourth delegate, Mr. Crawford also reported on the work of the Pension committee.

## LETHBRIDGE DISTRICT

A fairly well attended meeting of the Lethbridge District Local was held in the Marquis Hotel on Saturday, May 13th. The following Sub-local representatives were present: Coalhurst-Nobleford, Messrs. White, Holman and Holt; Coaldale, Messrs. Baker and Simcoe; Wrentham-Warner, T. L. Hughes; Champion-Carmangay, L. McKenzie. The main item of business was the hearing of reports from delegates to the recently held Annual General Meeting in Calgary. Mr. Holman was on the Salary Committee of the A.G.M. and declared that before a Single Salary Schedule for teachers could be adopted, a careful investigation of the whole subject was necessary. A \$1,000 basic minimum salary was to be requested. Mr. Holt reviewed the recommendations regarding the Alberta Teachers' Retirement Scheme. The A.G.M. went on record as desiring two kinds of pension payments, namely: (1) a service payment and (2) an annuity based on the yearly contributions of each teacher. Mr. R. I. Baker reported the

progress that the A.T.A. Curriculum Committee had made. He stated that the purposes of the Committee were two-fold: (1) To keep teachers informed of the progress being made and (2) to solicit teacher opinion regarding changes desired. The highlights regarding revision were as follows: in English the new course seemed to be meeting with general approval; Division Three required more attention to grammar; in Social Studies the increased time allotments were greatly appreciated; mathematics were too academic and a general commercial arithmetic course was highly desirable; in Science more up-to-date texts were recommended in Physics and Chemistry and Modern languages should be taught by the oral method with less emphasis on formal grammar. The Executive passed a vote of thanks to the delegates reporting the results of their deliberations. The Local decided to give a grant to all the Sub-locals and will also send a circular letter to all Sub-locals regarding the uniformity in salary negotiations. Information regarding teacherages in the Division was to be secured from the various centres concerned. The fall meeting of the Executive was to prepare a ballot paper to be used in the elections of officers at the Fall Convention meeting of the Local. President Holman and Secretary-Treasurer Holt presided at the meeting.

## LOMOND-ARMADA-ENCHANT-TRAVERS

A meeting to organize the Lomond-Armada-Enchant-Travers Sub-local was held in the Lomond High School on April 17th. The following executive was elected: President, Mr. Meldrum; Vice-President, Mr. Todd; Secretary, Miss Brown; Press Correspondent, Miss Slater; Councillor, Mrs. Jones. Mrs. Todd gave a very interesting report on the Highlights of the Easter Convention after which the business of holding a field day on May 28th was discussed. It was decided that we should hold another meeting at Mrs. R. Foster's, Lomond to lay further plans. All members are urged to attend. After adjournment the Lomond teachers entertained the visitors at Mrs. H. Taylor's home where a dainty lunch was served.

## McLENNAN-GIROUXVILLE

The McLennan-Girouxville Sub-local held its April meeting on Saturday, April 29th in the McLennan Guy Separate School. Most of the teachers were in attendance. Sister Agnes Dolores, our delegate to the A.G.M. gave a very detailed report of the Convention. She discussed the various arguments held, pro and against each resolution. Sister Denise Helen gave an interesting talk on Primary Work. The latter part of the meeting was spent in planning for a track meet.

## NEWBROOK

The Newbrook Sub-local meeting was held May 13th in Newbrook with six teachers present. Mr. Bayduza was elected Councillor. Mr. Ukrainetz of Smoky Lake was to give a report on new Salary Schedule, but due to road conditions was unable to attend.

## PEERS-NORTH

The regular monthly meeting of the Peers-North Sub-local was held on April 22nd, at the home of Mrs. M. Upcott with six members present. After much discussion it was decided that the idea of a combined goodwill programme was impractical because of the distances separating the schools. For the same reason it was decided that two track-meet centres would have to be chosen in order that each school could participate.

Two rooms, light housekeeping, shower. Suit one or two. Reasonable. Close in. Will be available July 17-September 17 or longer. Write Miss Vera Smith, 46 Kensington Apartments, 109th Street, Edmonton.

No regular monthly meeting will be held in May, but special meetings may be called when necessary. The next meeting is to be held at the home of Mrs. G. M. Conn in June. After the adjournment of the meeting the members enjoyed a short musical entertainment. A delicious lunch was enjoyed by all those present.

#### STRATHMORE

The Strathmore Local met at Carseland High School on Wednesday, April 26th. The President, Mr. S. Crowther, gave a report on the Easter Convention held at Calgary and outlined the possibilities which are in store for the teaching profession. An open forum followed which brought to light many doubts and misunderstandings. The speaker of the evening was the Rev. Mr. Sieber of the Carseland United church. It is always a treat to have the opportunity to hear Mr. Sieber address an audience. He dealt very ably with the problem of democracy. Lunch was served by the Carseland staff.

#### THORHILD

A regular meeting of the Thorhild Sub-local was held in Abee School on Saturday, April 29th with 16 members present. Mr. H. A. Kosiash, Superintendent of the Division, and Mr. A. J. Skyr, Secretary of the Smoky Lake Local, were also present. Reading and adoption of the minutes was followed by discussions on various topics and problems concerning the Sub-local. Resolutions passed at the A.G.M. were dealt with. The difficulty in transporting the projector in the Sub-local was outlined and the proposed solution led to appointment of three circulating managers and the transforming of the circuit into three divisions. It was decided that Sub-local track meets should be held at three different centers within the Sub-local.

#### TWO HILLS

The regular monthly meeting of the Two Hills Sub-local was held in Pobeda School on Saturday, May 6th. Scholarships for teachers doing Community Service were discussed and tabled until spring rally. Since the Divisional Board is planning to improve teacherages a lively discussion followed regarding the same. A resolution was passed to suggest to the Board that three-roomed cottages be erected where one room is operated. Arrangements were made for a football tournament to be held at Two Hills. All schools belonging to Two Hills Sub-local should participate. Wm. J. Chernecki, delegate to the A.G.M. submitted his report on the Easter Convention. The outstanding feature was the revision of pensions scheme. Miss B. Plant, the district nurse, gave a very informative talk on communicable diseases. After the meeting Mrs. Berezan, the hostess, had a real treat in store for the teachers.

#### U. I. D.

The March meeting of the U. I. D. Sub-local was held on the 29th at Glenwood. All members but one were present. The resolutions sent to the Annual General Meeting by the St. Mary's River Local were considered and given unanimous approval. Refreshments were served by the Glenwood staff.

The April meeting was held at Hillspring on the 24th. There were twenty-one teachers present. Miss E. Duff, Vice-President of St. Mary's River Local, Floyd Searle and C.

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Merkley delegates, and President S. A. Earl all gave interesting reports of the Annual General Meeting. After adjournment a delicious lunch was served.

## Teachers Wanted

There will be a number of vacancies in the Camrose School Division No. 20. Applications should be addressed to:

A. G. LEWIS, Secretary-Treasurer, Camrose School Division, Camrose.

The Athabasca School Division No. 42 will welcome applications from teachers seeking employment for the fall term. Salary Schedule recently negotiated provides for a basic minimum of \$1000.00 and a liberal allowance for past experience. A number of the schools are provided with teacherages. A copy of the salary schedule and other information will be furnished on request. Communications should be addressed to Mr. J. A. Macintyre, Secretary-Treasurer, Colinton.

Public and High School, applicants should state age, marital and military status, professional and special certificates, additional qualifications, ability in music and coaching athletics, degrees if any, and where obtained, specialists field, church affiliations, references, High School applicants with senior certificates in dramatics and physical education preferred. Copies of inspector's reports should be enclosed. Applications already on file must be renewed. Apply, James L. MacCallum, Secretary-Treasurer, Medicine Hat School District No. 76, Medicine Hat, Alberta.



# RIB TICKLERS



A German grandfather died. The usual announcement appeared in the papers: "Ernest Mueller has been called to a better world." The family were immediately arrested for criticizing the Nazi regime.

♦ ♦ ♦

A divinity student named Tweedle Refused to accept his degree; He didn't object to the Tweedle But hated the Tweedle D.D.

♦ ♦ ♦

A colored boy was reading the inscription on a tombstone, "Not dead, but sleeping."

Scratching his head, the negro remarked: "He sho' ain't foolin' nobody but hisself."

♦ ♦ ♦

"That's the guy I'm laying for," said the little black hen as the farmer crossed the road.

Note attached to a girdle collected in the rubber salvage drive: "I hope this makes Hitler as uncomfortable as it made me."

♦ ♦ ♦

"I've stood about enough," said the humorist as they amputated his legs.

♦ ♦ ♦

Child Training Expert: "If your children become unmanageable, quickly switch their attention."

Puzzled Parent: "Their what?"

♦ ♦ ♦

Teacher (pointing to deer at the zoo): "Johnny, what is that?"

Johnny: "I dunno."

Teacher: "What does your mother call your father?"

Johnny: "Don't tell me that's a louse."



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